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The Faculty of Medicine  
School of Nursing

# Columbia University Bulletin

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September 20, 1976

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The Faculty of Medicine

**School of Nursing**

# **Columbia University Bulletin**

Baccalaureate Program in Nursing

Master's Programs in Clinical Nursing

SEPTEMBER 20, 1976, ISSUE, WITH INFORMATION APPLYING TO 1976-1977

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# ACADEMIC CALENDAR, 1976-1977

## MAJOR RELIGIOUS HOLIDAYS

See Attendance and Length of Residence under *Registration, Expenses, and Other Information* for a statement of University policy regarding religious holidays and applicable dates for this academic year.

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### 1976

Aug	2	Monday.* Last day to apply or reapply for all October degrees (see September 9).
Sept	2-6	Thursday, through Monday. Freshman Orientation.
	6	<b>Monday. Labor Day. Holiday.</b>
	7	Tuesday. Orientation for junior and graduate students.
	7-8	Tuesday-Wednesday.† Registration, including payment of fees, for the autumn term.
	8	Wednesday. Autumn term classes begin.
	9	Thursday. Last day to file <i>late</i> application for October degrees.
	13	Monday. First day to change programs and to apply to audit courses.
	17	Friday. Last day to change programs and to apply to audit courses. <b>No adjustment of fees for individual courses dropped after this date.</b>
Oct	27	Wednesday. Award of October degrees.
Nov	1	<b>Monday. Academic holiday.</b>
	2	<b>Tuesday. Election Day. Holiday.</b>
	5	Friday.* Last day to apply or reapply for January degrees (see December 10).
	12	Friday. Last day to drop individual courses.
	25-28	<b>Thursday-Sunday. Thanksgiving holidays.</b>
Dec	6-7	Monday-Tuesday. Early registration for the spring term. Students may also register during general registration (see January 21).
	10	Friday. Last day to file <i>late</i> application for January degree.
	14	Tuesday. Last day of classes.

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\*Students who apply after this date must pay a late fee.

†Students allowed to register after the period specified must pay a late fee.

<b>Dec</b>	<b>15</b>	Wednesday. Study day.
	<b>16-23</b>	Thursday-Thursday. Examination period.
	<b>23</b>	Thursday. Autumn term ends.
	<b>24</b>	<b>Friday, through January 20, 1977, Thursday. Winter holidays.</b>
<b>1977</b>		
<b>Jan</b>	<b>21</b>	Friday.* Registration, including payment of fees, for spring term.
	<b>24</b>	Monday. Spring term classes begin.
	<b>26</b>	Wednesday. Award of January degrees.
	<b>27</b>	Thursday. First day to change programs and to apply to audit courses.
<b>Feb</b>	<b>2</b>	Wednesday. Last day to change programs and to apply to audit courses. <b>No adjustment of fees for individual courses dropped after this date.</b>
	<b>21</b>	<b>Monday. Washington's Birthday. Holiday.</b>
	<b>21</b>	Monday.† Last day to apply or reapply for May degrees (see April 11).
<b>Mar</b>	<b>13-20</b>	<b>Sunday-Sunday. Spring holidays.</b>
	<b>24</b>	Thursday. Last day to drop individual courses.
<b>Apr</b>	<b>11</b>	Monday. Last day to file <i>late</i> application for May degrees.
	<b>25-26</b>	Monday-Tuesday. Early registration for the summer term. Students may also register during general registration period (see May 20).
<b>May</b>	<b>4</b>	Wednesday. Last day of classes.
	<b>5</b>	Thursday. Study day.
	<b>6-13</b>	Friday-Friday. Examination period.
	<b>13</b>	Friday. Spring term ends.
	<b>15</b>	<b>Sunday. Baccalaureate Service.</b>
	<b>18</b>	<b>Wednesday. Conferring of degrees.</b>
	<b>20</b>	Friday.† Registration, including payment of fees, for summer term.
	<b>23</b>	Monday. Summer term classes begin.
	<b>30</b>	<b>Monday. Memorial Day. Holiday.</b>
<b>July</b>	<b>1</b>	Friday. Summer term ends for undergraduate students and graduate students in Psychiatric-Community Mental Health Nursing.
	<b>4</b>	<b>Monday. Independence Day. Holiday.</b>
	<b>15</b>	Friday. Summer term ends for graduate students in Maternity Nursing.

\*Students who apply after this date must pay a late fee.

†Students allowed to register after the period specified must pay a late fee.

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Bernis D. Moss, Jr., M.S. *Business Officer*

Idaehla C. Antosik, B.A. *Associate Registrar of the University*

Elin B. Ozdemir, M.A. *Director of Admissions*

Mary C. Asmussen, M.A. *Assistant Director of Admissions*

Susan E. Alexion. *Departmental Administrator*

Rosemary L. Ash, M.A. *Director of Student Affairs*

Ronald J. Flynn, M.S. *Assistant Director of Student Affairs*

Celeste R. Lazarus, B.S. *Training Supervisor*

# AFFILIATED INSTITUTIONS AND AGENCIES

## **PRESBYTERIAN HOSPITAL**

*Director of Nursing:* Mary I. Crawford

*Director of Nursing Service:* Mary E. Windrow

*Associate Directors of Nursing Service:* Dorothy J. del Bueno, Bernice R. Derby, Gilda M. Gehm, Jean B. Gunn, Helen D. Henry, Rose M. Hoynak, David Markant, Jane F. McConville, Helen F. Pettit, Andree L. Powell, Ruth A. Rayner, Yvonne Trebilcock, Lillian Vahey, Cynthia White

## **ST. LUKE'S HOSPITAL CENTER**

*Associate Vice President; Director of Nursing Service:* Ruth Hill

## **ROOSEVELT HOSPITAL**

*Director of Nursing Service:* Kathryn McTernan

## **NEW YORK STATE PSYCHIATRIC INSTITUTE**

*Director of Nursing:* Edward O. Wray

## **HARLEM HOSPITAL CENTER**

*Senior Superintendent of Nurses:* Edith G. B. Benoit

## **VISITING NURSE SERVICE OF NEW YORK, INC.**

*Executive Director:* Eva M. Reese

*Director of Education:* Ione Carey

## **BUREAU OF PUBLIC HEALTH NURSING, NEW YORK CITY DEPARTMENT OF HEALTH**

*Director:* Margaret O'Brien

*Associate Director:* Marjorie Avery

## **COMMUNITY LEAGUE OF WEST 159TH STREET**

*Director:* Lucille Bulger

## **MATERNITY CENTER ASSOCIATION**

*Director:* Mrs. Ruth W. Lubic





# A CAREER IN NURSING

Health care is one of society's greatest needs today and will continue to be a pressing need in the future. The development of new programs of health-care delivery requires imagination as well as knowledge and skill. The roles of those providing such care are changing and will continue to change. Nursing is accepting new and exciting challenges in the prevention of disease, in the maintenance of optimal health, and in providing care during episodes of acute illness.

Who should choose nursing? Young people finishing high school who are looking for preparation for helping people. Those who see health as an essential element in individual and societal progress, who feel that good health makes a difference, and who want to be a part of making that difference. Those who wish a health practice career that takes a holistic approach to caring for individuals, their families, and others close to them. People at all stages of life are prompted by these and other motivations to consider nursing as an initial or second career choice.

The programs of the School of Nursing offer excellent preparation for the countless opportunities that are open to professional nurses in various fields. The programs include preparation of graduate nurses who want to increase the openings available to them through advanced study in baccalaureate and higher degree education.

Nurses with professional preparation are responsible for the nursing care of patients and families, and provide guidance and supervision to others in carrying out certain aspects of that care. With additional experience and education at the master's or doctoral level, the professional nurse may become a clinical specialist in one of many fields of nursing.

Practice as a clinical specialist is possible in many settings, including hospitals. Today, many nurses choose this field and seek preparation at the master's degree level. The practitioners are known by such titles as pediatric nurse practitioner, nurse midwife, and psychiatric nurse practitioner—adult/child.

Community health nursing offers a diversity of activities affecting all groups of society. It includes nursing in public health agencies, such as official and voluntary health and nursing agencies; nursing in school and occupational health services; and nursing in educational and preventive health programs.

The teaching of nursing offers a challenge to many nurses. For those with research interests there is an ever-increasing opportunity for important, exciting, and much-needed study. Clinical research is coming into its own.

Whether practicing the nursing profession in the hospital, the home, the industrial plant, the inner city, or the rural community, the modern nurse occupies a position of responsibility and respect. The nurse is a colleague of the medical practitioner, the public health officer, the industrial physician, the social worker, and other health care professionals. Nurses have a major responsibility for assisting to develop and/or restore health and welfare services in many parts of the world. Thus, nurses come into contact with governmental agencies, voluntary agencies, and other groups concerned with the health of the community. The opportunities for service are increasing both in our country and abroad.

Helen F. Pettit  
*Associate Dean*



# THE SCHOOL OF NURSING

In 1935 the College of Physicians and Surgeons of Columbia University assumed responsibility for the educational programs of the School of Nursing of the Presbyterian Hospital, and in 1937 the University established the Department of Nursing of the Faculty of Medicine. In 1974 the Department of Nursing became the School of Nursing of the Faculty of Medicine of Columbia University.

The School of Nursing was founded in 1892 by the Board of Managers of the Presbyterian Hospital. Anna C. Maxwell, R.N., M.A., the first director of the School, established the plans for administration and instruction and guided them for thirty years. Her contribution has had a lasting effect and has added to the dignity and importance of the School and the nursing profession. More than five thousand nurses have been graduated since the School was opened.

The hospital's interest in teaching was further demonstrated by its provision of clinical education to the medical students of the College of Physicians and Surgeons of Columbia University. This led to a permanent affiliation between the two institutions in 1921. The establishment of the Department of Nursing marked another step in the integration of the University and the hospitals at the Columbia-Presbyterian Medical Center.

In 1946 the Department of Nursing was authorized to offer graduate programs to prepare clinical nursing specialists. Two majors are currently available and there are plans to develop others.

Two other famous hospitals, the St. Luke's Hospital Center and the Roosevelt Hospital, have had a long history of affiliation with Columbia University and in 1971 became full University hospitals. It is interesting to note that Anna C. Maxwell was the director of the nursing school at St. Luke's before becoming the director of the school at the Presbyterian Hospital.

In 1969 the administrations and faculties of the above named hospitals and schools of nursing and the Department of Nursing voted to participate in a four-year baccalaureate program to be offered by the Department of Nursing. Combining the resources and facilities of the three schools with those of the University as a whole, it was agreed, would greatly extend the available opportunities for learning. The Committees on Instruction of Barnard College and of the School of General Studies at Columbia University agreed to provide the liberal arts curriculum for the program. While Barnard College has traditionally educated students immediately out of high school, the School of General Studies has served adults returning to degree programs, offering unique opportunities to older students with new career goals. With the approval of Columbia University, the inception of the four-year baccalaureate program was announced in November 1972.

Underlying the construction of the programs offered by the School of Nursing is the view that nursing is a performing art, one which is dedicated to the health of people. It is an applied science, based on biological, physical, and behavioral disciplines. By acquiring knowledge of the art and science of nursing, and learning to put this knowledge into practice, the nurse fulfills the goals of providing comfort with compassion, promoting the optimal level of health, and acting effectively during periods of illness.

If man is to realize his ideal of good health, there must be a fusion of the art and the science of nursing, and the result of this combination must be made available to individuals and communities throughout the entire world.

The School of Nursing prepares men and women to practice as individuals and with members of other disciplines. The baccalaureate program enrolls students who wish to



begin the study of nursing as well as those already registered nurses who wish to deepen and broaden their knowledge through general college work and nursing on the senior college level. Graduate programs afford nurses the opportunity to increase their knowledge and skills with practice in special health care fields.

The School offers the following programs of study:

- an undergraduate program, which leads to the baccalaureate;
- graduate programs that lead to the M.S. degree; clinical specialization is possible in maternity nursing; nurse midwifery; and psychiatric-community mental health nursing, adult/child (liaison nurse).

Specialization is planned in other areas such as pediatric nurse practitioner (projected for 1977-1978), family nurse practitioner, and geriatric nurse practitioner.

All programs are accredited by the National League for Nursing. The School of Nursing is a member of the Department of Baccalaureate and Higher Degree Programs of the National League for Nursing.

## PHILOSOPHY

The Faculty of the School of Nursing, in accord with Columbia University, believes that in a dynamic society, education for membership in a profession includes the development not only of expertise in a field but also of social awareness. The professional nurse with a liberal education thinks critically, exercises technical competence, and makes socially significant and personally satisfying contributions to society. Nursing has the role and responsibility before society to establish and maintain therapeutic relationships that support and restore health and well-being. The professional nurse has the ability to diagnose and treat human responses to actual or potential health problems and to provide preventive health services to individuals and groups in a variety of settings.

The Faculty believes in the integrity and worth of all human beings. Each person is an individual with unique characteristics and behavior. Although not completely understood, a human being is viewed as an integrated whole, evolving through time, in constant interaction with a complex environment. The Faculty recognizes that people throughout the life cycle have specific physical, biological, psycho-social, and spiritual needs which they strive to keep in harmony.

The Faculty of the School of Nursing believes that people as rational, sentient beings have the right to self-determination and participation in decision making in health and illness. The professional nurse has a responsibility to provide health education to assist individuals in effective participation in their care and treatment. The Faculty further believes that health care is a right of all, and that nurses should engage in political and societal activities supportive of this belief, and should serve as client advocates in the health care system.

The professional nurse is viewed both as a responsible health-care provider accountable for the quality of practice and as a change agent in the health-care delivery system. Nursing seeks to advance its contribution through research and through collaboration with other health professionals. Well-developed leadership abilities are inherent in professional nursing practice. The nurse acts independently and interdependently.

The Faculty accepts the obligation to provide knowledge, to stimulate learning, to serve as resource persons, to be innovators in nursing, and to contribute to the development of human values. The Faculty recognizes that interests and abilities vary, and seeks to provide flexibility in the curriculum in order to facilitate the optimal development of each learner's potential. Learning is viewed as a lifelong process and learners are considered to be self-directed and accountable for their performance.

The programs of the School of Nursing reflect this philosophy. The undergraduate program develops the competence required for general professional nursing practice and provides a firm educational base for graduate study. The graduate programs advance nursing competence by extending and deepening knowledge and practice within various clinical specialties.

## TEACHING FACILITIES

### MORNINGSIDE CAMPUS

The Morningside Campus, centered at 116th Street and Broadway, occupies several acres of urban property. Here are located the principal educational resources of a great university, and extending beyond the campus are the cultural resources of a great city. (See the map of the Morningside campus and its environs.)

*Barnard College* was incorporated in the educational system of Columbia University in 1900. Today it has a teaching staff of almost two hundred men and women: outstanding scholars whose primary concern is the education of undergraduate students at the college. For those majoring in nursing the new facilities for studies in the sciences are of particular interest. The fourteen stories of Altschul Hall, dedicated in 1969, are devoted primarily to the sciences, and laboratory work is conducted with the most modern equipment.

*The School of General Studies* is the coeducational undergraduate liberal arts college for adults at Columbia University. The School offers over five hundred liberal arts courses. Classes are held throughout the day and in the evening and are taught by regular faculty members of the University and a small number of outside specialists. The School draws on the University libraries, laboratories, and other educational facilities. Its own administrative offices, student facilities, and seminar and class rooms are located in Lewisohn Hall.

*St. Luke's Hospital Center* was established in 1850 and has been located on Morningside Heights, adjacent to the main Columbia campus, since 1896. St. Luke's Hospital and Woman's Hospital comprise the Hospital Center. Its facilities include 749 beds, 45 of which are for pediatric cases. There are four major and eleven specialty services. St. Luke's Hospital has maintained a teaching affiliation with the University since 1947 and in 1971 became a full University hospital.

### HEALTH SCIENCES CAMPUS

The divisions of the Faculty of Medicine of Columbia University (the College of Physicians and Surgeons, the School of Nursing, the School of Public Health) and the Columbia University School of Dental and Oral Surgery are located on the health sciences campus, which comprises about twenty acres extending from West 165th Street to West 168th Street and from Broadway to Riverside Drive. (See the map on the inside back cover.)

The facilities of the Faculty of Medicine include amphitheatres, classrooms, laboratories, a multimedia center, and a biomedical communication center, the Augustus Long Library.

Affiliation agreements exist between Columbia University and the Presbyterian Hospital and its subdivisions—the Squier Urological Clinic, the Edward S. Harkness Eye Institute, Sloane Hospital for Women, Vanderbilt Clinic (the outpatient department), Babies Hospital, Neurological Institute, and the New York Orthopedic Hospital. The Columbia-Presbyterian Medical Center consists of the foregoing units and the New York State Psychiatric Institute, and the Washington Heights Health and Teaching Center (headquarters of an administrative district of the New York City Department of Health).

## OFF-CAMPUS UNITS

*The Roosevelt Hospital* was founded in 1869. It contains 595 beds and 58 bassinets. There are over eighteen thousand admissions and approximately two hundred thousand clinic visits annually. The hospital is engaged in many research and teaching activities. It has been affiliated with the University since the early years of the century, and in 1971 became a full University hospital.

*Off-campus community health and welfare agencies* which provide exceptional learning experiences include the Visiting Nurse Service of New York, the Bureau of Public Health Nursing of the Department of Health of the City of New York, the Maternity Center Association, Harlem Hospital, Isabella Geriatric Center, and selected school health and occupational health services.

## LIBRARIES

*The Columbia University libraries* on Morningside Heights, containing over four million volumes, are open to all students. The main collection is housed in *Butler Library*, and special and departmental collections are located in other buildings on the campus. They include collections on biology, chemistry, engineering, physics, psychology, sociology, and other subjects related to nursing.

*The Wollman Library* of Barnard College contains over 119,000 volumes. This collection of carefully selected books is designed to cover the liberal arts curriculum requirements as well as to provide opportunity for independent work in many fields.

*The Eli White Memorial Residence* of St. Luke's Hospital Center houses one of the most complete nursing libraries and is an invaluable student resource.

*The Augustus Long Library* is located in the new Health Science Center Building. Current literature (both books and journals) is available to faculty members and students, as are other aids to research, such as interlibrary loans and a unique bibliographic service.

The library contains over 335,000 volumes of books and journals, some five thousand pamphlets, and about two thousand slides on the history of medicine. More than forty-five hundred periodicals are received regularly.

One floor is devoted to facilities, including hardware and software, for self-instruction through audio-visual materials. A seminar room on this floor is named for a former director of the School, Helen Young. Funds for the room were raised by the Alumnae Association.

*The Tod Memorial Library* in Anna C. Maxwell Hall has the latest editions of approved reference books and other self-teaching materials, supplied by the Anna C. Maxwell Reference Library Fund. Supplementary library facilities in the various clinical specialties are also available for student use.





# **THE BACCALAUREATE PROGRAM**

**PROGRAMS OF STUDY**

**ADMISSION**

**KEY TO COURSE LISTINGS**

**COURSES OF INSTRUCTION**

**SUMMARY OF THE PROGRAMS**



# BACCALAUREATE PROGRAM OF STUDY

The basic baccalaureate nursing program at Columbia University prepares qualified men and women to practice nursing effectively in new and traditional health care settings. Nursing is interpreted as including health promotion through education, prevention of disease, care of the sick and injured, and their restoration to optimal health.

Throughout nursing education, the student is encouraged and provided with the opportunity to develop an understanding of the social and health needs of individuals and the community, their effect upon the trends in national thinking, as well as the present and possible contribution of nursing to human welfare.

Opportunity is provided for the continued development of students physically, mentally, emotionally, and culturally, with emphasis on their interests, needs, and responsibilities as persons, as members of the nursing profession, and as citizens.

The student is introduced to the various opportunities in nursing and is helped to select for graduate study and experience that field of nursing in which the greatest satisfaction will be found and to which an optimum contribution can be made.

## PURPOSE AND OBJECTIVES OF BACCALAUREATE NURSING EDUCATION

The baccalaureate program in the School of Nursing is designed to prepare qualified individuals for beginning professional nursing practice in any setting.

The program builds upon the liberal arts background of the student, integrating it with professional learning and activity.

The faculty seeks to guide the student toward personal and professional fulfillment within a broad social and ethical context.

Upon completion of this program we expect graduates to:

- utilize the knowledge of the biological, physical, and behavioral sciences in giving care to individuals, families, and groups on the health-illness continuum;
- perform adeptly therapeutic and preventive measures directed toward promotion, maintenance, and restoration of health;
- utilize the problem-solving process in providing and improving nursing care;
- assume leadership for planning, directing, and evaluating care given by nursing personnel;
- collaborate with other professional and paraprofessional persons in the coordination of health care;
- facilitate group action to achieve the goals of nursing;
- contribute to the fulfillment of society's health needs through work with group organizations;
- demonstrate awareness of their own needs, values, and competencies as they affect their interaction with others;



- demonstrate empathy in working with others' needs, problems, and cultural mores; and
- be self-directive in the pursuit of new knowledge and in its application to personal and professional living.

## Program for Students Entering as Freshmen

Students entering as freshmen begin a program of study leading to the Bachelor of Science degree with a major in nursing. The courses to be taken in fulfillment of the liberal arts requirement for the degree are chosen from among the courses offered by Barnard College and the School of General Studies of Columbia University. The courses required for the major in nursing are taught by the staff of the School of Nursing. As part of the program, clinical practice in the hospital environment is offered at the Presbyterian Hospital, St. Luke's Hospital Center, and Roosevelt Hospital. Appropriate community agencies also afford an opportunity for valuable experience throughout the program.

By providing a balanced liberal arts and nursing curriculum, the program aims to develop educated and informed professionals, capable of meeting society's challenging health care needs.

Required courses in the liberal arts include biology, chemistry, psychology, sociology, and English. In addition, ten liberal arts courses (approximately 30 credits) may be taken as electives.

The nursing major is built on the health model, beginning with wellness and carrying through illness to maintenance and rehabilitation. Specifically, the focus in the first year of the program is on community health, with emphasis on the concepts of promotion and maintenance of health. In the second year, the focus is on family health, including the prevention of illness, and there is an opportunity to study normal maternity nursing. In the third year, study centers on interruptions in health, emphasizing the care, cure, restoration, and rehabilitation required by episodes of illness. In the fourth year there is concentration on a synthesis and professionalization of nursing practice.

The senior year includes the opportunity for an area of concentration in primary health care, acute care, or health maintenance including extended care or geriatric care. The student focuses on two of the nurse's roles: first, as the leader of a nursing team, assuming responsibility for the care of groups of patients with and through other team members; and second, as a co-member of the health team concerned with meeting the total health-illness needs of individuals and groups.

In the first and second years of the program, the Morningside campus serves as the locus of the student's activities, and in the third and fourth years the health sciences campus does so. However, there is utilization of the resources of the two campuses throughout the four-year, eight-term program. For a summary of the four-year baccalaureate program see "For Students Entering as Freshmen," under Summary of the Programs.

## Program for Junior Transfer and College Graduate Students

The program of study, leading to the Bachelor of Science degree, continues instruction in the biological, physical, and behavioral sciences; theory and supervised experiences are related to health promotion and illness prevention as well as to the care of the sick and the restoration of their optimal health. Experience with clients/patients begins early in the first term.

The senior year provides opportunities for independent study and concentration on a particular dimension of practice elected by the student.

Self-directed study is given major emphasis in order to assist the student in determining resources and in establishing a pattern for the continued learning that is demanded by the rapidly changing health care scene.

Students complete the program in two academic years. (They are designated "juniors" in their first year and "seniors" in their second year.) Courses are listed under the baccalaureate Courses of Instruction. Programs and course sequences are designed to accord with students' prior education and experience. Graduate nurses are admitted and their programs are individually designed in accordance with their previous education (see *Admission to the Baccalaureate Program—Graduate Nurses*).

The program builds upon the liberal arts background of the student, integrating it with professional learning and activity. For liberal arts prerequisites, see Admission Requirements.

Opportunities to take liberal arts or professional electives are provided.

## PREPARATION FOR ENTRANCE

Serious candidates for nursing should first evaluate their qualifications. A sincere interest in people and their welfare is an essential in all fields of nursing. Also, since nurses assume the responsibility for planning and improving nursing care, they must be able to lead as well as to work under the leadership of others. Nurses are called upon to make many important decisions and must have adequate knowledge on which to base them, so that some preparation in liberal arts and broad cultural experiences are likewise invaluable.

The candidate for nursing should take advantage of the many opportunities for trying out practical "work-samples" of nursing and securing some contact with patients, even at an elementary level. Other types of work experience with people are also useful.

Academic requirements are outlined under *Admission to the Baccalaureate Program*. The School welcomes an opportunity to guide its candidates well in advance of the date of entrance.

# **ADMISSION TO THE BACCALAUREATE PROGRAM**

All applicants receive consideration for admission without regard to race, creed, color, sex, or national origin. Candidates may apply as freshmen, junior transfers, or college graduates. Graduate nurses and other adult students are given particular consideration. Students are admitted only in September. All are candidates for a Bachelor of Science degree in nursing from Columbia University.

## **FRESHMEN**

Candidates for admission to the freshmen class are expected to have completed a college preparatory course of study from an approved secondary school, or the equivalent. The nursing major begins in the freshman year.

## **JUNIOR TRANSFERS**

Candidates for admission must have successfully completed two years of study or 60 liberal arts points at an accredited college or university. These points of credit must include the required subjects listed below.

## **COLLEGE GRADUATES**

College graduates must present a degree from an accredited college or university and must present the required subjects listed below. Students complete their studies for a baccalaureate degree in nursing in two years.

## **GRADUATE NURSES**

A graduate nurse may seek entrance to the baccalaureate program at the level determined by the number of liberal arts credits which can be transferred. Nursing courses cannot be counted toward liberal arts credits.

Of the 120 credits required to earn the Bachelor of Science degree in nursing, 60 credits are required in liberal arts courses. These are the same for all baccalaureate degree candidates, and may be taken at Columbia or at another accredited college or university. However, all students must meet the residency requirement of 45 credits at Columbia University, 30 of these at the School of Nursing.

Advanced standing in the nursing major may be established by means of challenge examinations designed to evaluate nursing competencies acquired through previous studies and/or nursing experience. A number of evaluative tools are used, including some of the New York College Proficiency Examinations for certain courses of the junior year. Scores for the latter are reported three months after the examination is taken. Applicants who wish to challenge through these examinations must allow for this delay when making plans for admission. Final credit is not awarded until the student has demonstrated ability in the first clinical course taken at Columbia.

Graduate nurses seeking guidance with regard to possible placement in the baccalaureate program are encouraged to call the Office of Admissions.

**ADMISSION BY TRANSFER FROM ANOTHER BACCALAUREATE NURSING PROGRAM**

Advanced standing in the nursing major for students presenting college credits for nursing courses carried in an NLN accredited baccalaureate program is determined by the comparison and evaluation of the courses the applicant presents with those required for the degree from Columbia. If a particular course remains in question, a student may challenge the course by examination.

All students must meet the residency requirement of 45 credits at Columbia University, 30 of these at the School of Nursing.

**Admission Requirements**

Final selection for admission is based on an applicant's strong academic performance, favorable references, personal statement, good health, and evidence of potential for nursing. Applicants are advised to visit the campus for a personal interview.

**FRESHMEN**

<i>required subjects</i>	<i>Years</i>
English	4
Foreign language	2-4
Mathematics	3
Sciences: biology and chemistry	2
Social studies	1-2

*required testing*

1. The Scholastic Aptitude Tests of the College Entrance Examination Board.
2. CEEB Achievement Tests: English composition, biology or chemistry, and one elective. These examinations may be taken in the junior or senior years, but not later than the January testing date of the senior year.
3. New York State Regents Examinations in English, a foreign language, mathematics, and science are expected of New York State residents.
4. Applicants whose first language is not English must submit the results of their performance on the Test of English as a Foreign Language (TOEFL).

Specific testing will be recommended for the adult student who is unable to submit CEEB Aptitude and Achievement Test results taken within five years of proposed entrance.

**JUNIOR TRANSFERS AND COLLEGE GRADUATES**

<i>required college subjects</i>	<i>Points</i>
Biology*	6-8
Chemistry*	6-8
English	3
Psychology	3
Sociology	6
	<hr/> 24-28

\*Representing two terms of work including laboratory. In choosing biology courses two terms of general biology or a term of botany and zoology are appropriate; anatomy and physiology courses are not appropriate.

*Electives*

Foreign language, history, mathematics, economics, philosophy, religion, fine arts, or supplementary courses in the required fields.

32-36

Credit for *one year* of a foreign language completed in college may be awarded only if (1) it was an intermediate or advanced course or (2) credit has also been awarded for two years of *another* foreign language.

No more than 6 points may be allowed for courses in religion or speech.

Credit will not be granted for commercial, home economics, physical education, or vocational courses, or for any 1-point course.

*Required testing*

1. The Scholastic Aptitude Test of the College Entrance Examination Board. Although CEEB Achievement Tests are not required, students who have taken the English composition and science tests should submit the results.
2. Students who have not taken the CEEB Scholastic Aptitude Test may submit scores from the Graduate Record Examination or the Miller Analogies Test.
3. Applicants whose first language is not English must submit the results of their performance on the Test of English as a Foreign Language (TOEFL).

**GRADUATE NURSES***Required Subjects*

Depending on the level of entry, graduate nurses should prepare to meet the subjects and points required of all students.

*Required testing*

Graduate nurses are expected to submit CEEB Aptitude and Achievement Test scores. Specific entrance examinations are required of those students who have not taken these examinations.

**Notice To All Applicants**

Columbia requires 120 academic credits for the baccalaureate degree, of which 60 credits must be liberal arts studies. All students must take 45 credits in residence at Columbia, including 30 credits at the School of Nursing.

Students submitting CEEB Advanced Placement Tests resulting in scores of 4 or 5 may be given credit pending faculty approval.

Transfer applicants should request that Pass/Fail grades in required courses be converted to letter or numerical grades on their transcripts.

Applicants who wish advice regarding their course of study should contact the School of Nursing at the earliest possible date.

**Admission Procedures**

An applicant for admission must apply on a form supplied by the School of Nursing. The completed form must be accompanied by the application fee: a check or money order for \$20 made payable to Columbia University. This fee helps to cover the cost of processing the



application; it is therefore not refundable, nor is it credited toward tuition. *Incomplete applications and those received without the required application fee will not be processed.*

Applicants are responsible for the submission of all required admission materials and for arranging interviews. Therefore, it is strongly recommended that applicants call the Office of Admissions approximately four weeks after mailing the application to confirm the receipt of materials and to request an interview date

#### **APPLICATION DEADLINES: FRESHMEN AND GRADUATE NURSES**

Applications for admission should be filed by February 1. All admission materials should be on file by March 1. Late applicants will be considered *only* if openings remain available.

#### **JUNIOR TRANSFERS AND COLLEGE GRADUATES**

Applications for admission should be on file by January 1. All admission materials must be completed by February 1. Late applicants will be considered for placement on the waiting list.

#### **INTERVIEWS**

All applicants are urged to visit the campus for a personal interview. Requests for interview appointments should be made by telephone or in writing to the Office of Admissions not later than January 1.

#### **ADMISSIONS DECISIONS**

The Admissions Committee prepares decisions to be mailed to applicants the last week in February. Thereafter, decisions are made on a rolling admissions basis.

Inquiries for further information and requests for application forms should be addressed to the Director of Admissions, School of Nursing, Columbia University, 179 Fort Washington Avenue, New York, N.Y. 10032.



# KEY TO COURSE LISTINGS

In the listings of Courses of Instruction for the Baccalaureate and Master's Programs, each course number consists of a capital letter followed by four digits and the term designation.

*The capital letter* indicates the University offering the course:

M Faculty of Medicine

*The first digit* indicates the level of the course, as follows:

- 1 Undergraduate course, introductory
- 2 Undergraduate course, intermediate
- 3 Undergraduate course, advanced
- 4 Graduate lecture course, open only to master's degree candidates
- 6 Graduate lecture course, open only to master's degree candidates
- 8 Graduate field work, clinical practice, and case seminars, open only to master's degree candidates

Two consecutive numbers which are joined with a hyphen indicate a course which runs through both terms (e.g., *Nursing M2001x-M2002y*). The first half is prerequisite to the second half unless the course description says otherwise.

## TERM DESIGNATIONS: X AND Y

An *x* following the course number indicates that the course meets in the autumn term; a *y* indicates the spring term; an *s* indicates the summer term.

## POINTS OF COURSE CREDIT

The number of points of credit that a course carries *each term* is given in boldface type in the right margin of the course-title line.

# COURSES OF INSTRUCTION

The University reserves the right to withdraw or modify the courses of instruction as may be necessary.

## **Orientation for freshman students.**

**0 pts**

Freshman Orientation includes the freshmen admitted to the School of Nursing, to Columbia College, to the School of Engineering and Applied Science, and to Barnard College. It precedes registration and the beginning of classes. Resident and nonresident students live on campus during this period. Each student has the opportunity to meet upperclassmen and members of the faculty and administration, to learn about the facilities of the University, and the resources of New York City. Upperclassmen in the School of Nursing introduce the new nursing students to the Health Sciences campus and acquaint them with the facilities of the School.

## **Orientation for junior students.**

**0 pts**

Orientation acquaints the student with the academic program and facilities of the School and with the community. The program is carefully developed in cooperation with the Student Association, which assumes an active role in introducing the new student to community and professional life.

## **BIOLOGICAL AND PHYSICAL SCIENCES**

### **Health Professions M4108x and y. Anatomy and physiology.**

**4 pts**

Structure and function of the normal body from the molecular to the systemic level. Relationship of structure and function to homeostasis. Primarily autotutorial laboratories, some lectures, and films.

### **Nursing M2101x-M2102y and M2101y. Deviations from health, I and II.**

**3 pts**

Either term may be taken separately.

Intensive study of pathological interruptions that can occur in any biological system and the biobehavioral reactions to such interruptions.

## **BEHAVIORAL SCIENCES**

### **Health Professions M4220x. Normal human growth and development.**

**3 pts**

Individual development from conception to death, with exploration of the context of each life stage, its opportunities, problems, and emotions. Attention to interrelationship of individual development with significant evolving institutions, such as the family and the culture. The course is presented as a sequence of weekly units. Each unit includes field placement experiences, readings, use of videotapes, and seminar time. Students may choose those learning experiences which best help them to master the objectives of the course.

## **NURSING**

### **Nursing M1201x-M1202y. Community health, I and II.**

**3 pts**

Either term may be taken separately.

Open to all degree candidates.

Emphasis is placed on health promotion and the prevention of physiological and psychological deviations from health. *MM1201*: examination of principles of health and forces influencing the delivery of health care. Development of beginning skills and methods of working with communities, families, and individuals. Clarification of the roles of health team members and analysis of the structures of social agencies. *M1202*: emphasis on the application of the epidemiological approach to health assessment. Opportunities are provided for students to identify and participate in meeting the health maintenance needs of individuals. Students are enabled to recognize areas where intervention is needed.

**Nursing M1301x-M1302y. Family health, I and II.****3 pts**

Either term may be taken separately.

In a systematic approach to the delivery of total health care, the course considers those aspects relating to health maintenance and prevention of illness, wellness and ways of sustaining that status. Attention is focused on the health needs of individuals within a family context and its immediate community environment. Lectures, discussions, seminars, autotutorial laboratory study, and clinical laboratory experiences.

**Nursing M1260x. Concepts of community and family health.****4 pts**

Using general systems theory approach, the nurse's role in assessing health needs of individual, families, and communities is discussed. The nursing process is presented as a tool to help the learner organize and understand his/her nursing behaviors.

**Nursing M1261x. Community and family health laboratory.****1 pt**

A nursing laboratory emphasizing the acquisition of beginning assessment skills.

**\*Nursing M1320x. Parent-newborn health.****2 pts**

Systems approach to the study of the childbearing family in contemporary American society. Focus is on the use of the nursing process in promoting health of the pregnant woman, expectant father, fetus and neonate, based on an understanding of significant aspects of biobehavioral sciences, and concepts of community and family health. Also included is consideration of the individual decision not to parent in terms of family-planning behavior and available methods—contraception, sterilization, abortion. Clinical practicum in maternity-gynecology settings.

**\*Nursing M1330x. Health of children and youth.****2 pts**

Attention is focused upon the health supervision of children and youth through the promotion of health and the prevention of illness. Emphasis is placed upon history and physical assessment, the performance of selected developmental and screening tests, and the management of common childhood problems. Students participate in lectures and clinical laboratories.

**\*Nursing M1340x. Adult health.****2 pts**

Systematic approach to the study of human development from middle adulthood to senescence in contemporary American society. Emphasis is on the use of the nursing process in assessment of health needs, promotion of health and prevention of illness. Lectures, discussions, autotutorial, and clinical laboratory experiences.

**Nursing M2001x-M2002y and M2001y-M2002x. Determinants of nursing care, I and II.****3 pts**

Theories and concepts which determine the nursing process for ill people. A teaching team from various nursing specialties provides an integrated approach to nursing content. *M2001*: focuses on nursing process related to patient responses to the concepts of stress of a new environment, immobility, loss, and protection. *M2002*: focuses on nursing process related to acute and ongoing stress.

**Nursing M2901x-M2902y and M2901y-M2902x. Clinical experience, I and II.****4 pts**

Clinical study and analysis of the determinants of nursing care with selected clients. Paradigms of clinical practice enable the student to develop expertise in the application of the nursing process to situations of individual illness, with a variety of outcomes and experiences across age groups and clinical settings. Close relationships with clinical preceptors, the use of self-instructional materials, and college and clinical laboratory experiences allow the student to develop expertise within the framework of individual abilities.

**Nursing M2003x-M2004y and M2003y-M2004x. Nursing care of individuals in illness, I and II.****2 pts**

Seminar to analyze, synthesize, and evaluate knowledge and experiences gained in Nursing M2101-M2102—*Deviations from health*, I and II; Nursing M2001-M2002—*Determinants of nursing care*, I and II; and Nursing M2901-M2902—*Clinical experience*, I and II.

**Nursing M3051x-M3052y. Management of patient care, I and II.****3 pts**

Focus on the problems and goals of patient care management systems. Emphasis on designing models of organization and distribution of nursing care which lend themselves to research and evaluation. Approaches to developing leadership and change agent roles are explored.

\*Nursing M1320x, M1330x, and M1340x are designed to be taken in sequence during Autumn term.

**Nursing M3901x-M3902y and M3901y. Experience elective, I and II.****4 pts**

The student has an opportunity to select a clinical area for nursing practice during the senior year. Faculty members guide the student in the selection and serve as preceptors and consultants. This experience provides the student with an opportunity to synthesize previously learned knowledge and skills, and to add to his or her competency as a skilled beginning practitioner.

**Nursing M3001x-M3002y. Professionalization seminar, I and II.****2 pts**

Designed to further facilitate transition from the student role to that of a beginning professional practitioner. Emphasis on the history, issues, and trends of the profession, and their interrelatedness with sociocultural forces affecting the quality and delivery of health care. The learner is expected to formulate a personal philosophy and to determine his or her commitment to the nursing profession.

# SUMMARY OF THE PROGRAMS

## For Students Entering as Freshmen

### FRESHMEN YEAR

#### AUTUMN AND SPRING TERMS

*Points per term*

Biology	4-5
English (one term)	3
Sociology	3
Elective	3-4
Nursing: Community health, I and II	3

### SOPHOMORE YEAR

#### AUTUMN AND SPRING TERMS

*Points per term*

Chemistry	4-5
Psychology (one term)	3
Elective	3-4
Health professions: Human growth and development (one term)	3
Health professions: Anatomy and physiology (one term)	4
Nursing: Family health, I and II	3

### JUNIOR YEAR

#### AUTUMN AND SPRING TERMS

*Points per term*

Elective	3-4
Nursing: Deviations from health, I and II	3
Nursing: Determinants of nursing care, I and II	3
Nursing: Nursing care of individuals in illness, I and II	2
Nursing: Clinical experience, I and II	4

### SENIOR YEAR

#### AUTUMN AND SPRING TERMS

*Points per term*

Elective	3-4
Elective	3-4
Nursing: Management of patient care, I and II	3
Nursing: Experience electives, I and II	4
Nursing: Professionalization seminar, I and II	2

# For Students Entering as Juniors

## JUNIOR YEAR

### AUTUMN TERM

*Points per term*

Anatomy and physiology*	4
Concepts of community and family health	4
Community and family health laboratory	1
Parent-newborn health	2
Health of children and youth	2
Adult health	2
Human growth and development	3

### SPRING TERM

*Points per term*

Deviations from health, I and II	6
Determinants of nursing care, I	3
Nursing care of individuals in illness, I	2
Clinical experience, I	4

## SENIOR YEAR

### AUTUMN TERM

*Points per term*

Determinants of nursing care, II	3
Nursing care of individuals in illness, II	2
Clinical experience, II	4
Professionalization seminar, I	2
Management of patient care, I	3
Elective (optional)	

### SPRING TERM

*Points per term*

Professionalization seminar, II	2
Management of patient care, II	3
Experience electives, I and II	8
Elective (optional)	

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May be offered in the summer term, 1977.





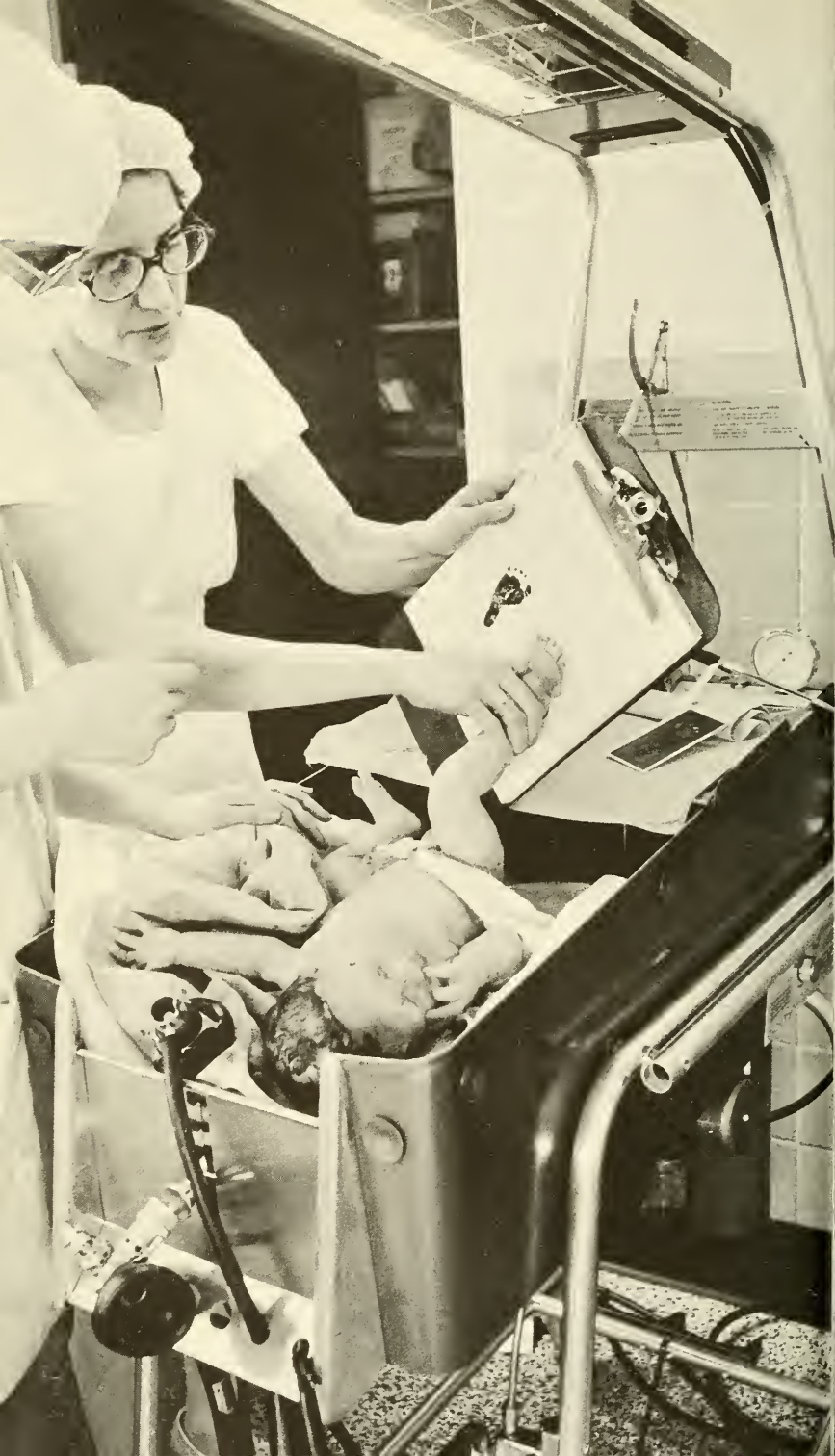
# **MASTER'S PROGRAMS IN CLINICAL NURSING**

**THE GRADUATE PROGRAMS**

**ADMISSION**

**PROGRAMS OF STUDY**

**COURSES OF INSTRUCTION**



# THE GRADUATE PROGRAMS

Programs leading to the Master of Science degree prepare qualified professional nurses to function as clinical specialists. Several fields of study are available.

The combined resources of the University, including the Graduate School of Arts and Sciences, the School of Social Work, Teachers College, and the Faculty of Medicine, afford the student in the School of Nursing a rich educational opportunity in faculty and course offerings as well as a student body with diverse interests. The patient-care services of the Presbyterian Hospital on the health sciences campus, St. Luke's Hospital Center and Roosevelt Hospital (University affiliates), Harlem Hospital, the New York State Psychiatric Institute, and other hospitals and health services in the community provide unparalleled clinical practice settings.

Preparation emphasizes the attainment of intensive knowledge and competence in the student's chosen clinical field. Preparation also stresses the incorporation into practice of the concepts underlying the teaching, supervisory, and consultant roles inherent in functioning as the clinical specialist or teacher-practitioner.

The program in maternity nursing is eleven months long and prepares the nurse in nurse-midwifery as well as in clinical specialization in maternity nursing. The program in psychiatric-community mental health nursing takes ten months, and focuses on education for expert clinical psychiatric nursing in varied and diverse settings within the broad spectrum of multidisciplinary psychiatric and mental health care.

Beginning in September of 1976 a new track in the psychiatric-community mental health program is being offered in order to provide preparation for psychiatric nursing practice focusing on the child and the role of the liaison nurse in the community health field. This preparation will be two academic years in length.

## PURPOSE OF THE GRADUATE PROGRAMS

The common purpose of these programs, consistent with the philosophy of the School of Nursing as stated in this bulletin, is:

- to provide opportunities for the student to obtain advanced knowledge and competence in a field of specialization, and to utilize this knowledge in developing a deeper understanding of complex human behavioral and social issues;
- to extend the student's professional competence as an independent practitioner and as a collaborative participant with other professionals in the decision-making aspect of therapeutic programs to deliver health care;
- to enrich and extend the dimensions of new knowledge and practice in interdisciplinary classroom, clinical, and community settings; and
- to discover and/or enhance individual capability and creativity.



# ADMISSION TO THE MASTER'S PROGRAMS

All applicants receive consideration for admission without regard to race, creed, color, sex, or national origin. The graduate programs admit students in September only. It is projected that the course of study leading to a Master of Science degree will be extended to two years in length.

## REQUIREMENTS FOR GRADUATE STUDY

Applicants for both graduate programs must fulfill the following requirements. They must:

1. Possess a bachelor's degree with a nursing major from a program accredited by the National League for Nursing.
2. Have successfully completed courses in public health nursing and psychiatric nursing including clinical experience.
3. Be licensed to practice nursing in the United States.
4. Have had one year of experience in clinical nursing (obstetrical nursing, preferably intrapartum, is required for Maternity Nursing-Nurse Midwifery). The one-year experience requirement is a minimum rather than a maximum requirement.
5. Achieve a satisfactory score on the Miller Analogies Test, designed to measure scholastic aptitude for graduate study.
6. Applicants are contacted for a personal interview as soon as all the required materials are on file. The faculty hope to have interviews completed by May 1.

Acceptance of a student for admission is based on individual evaluation of character, health, past experience, and potential for graduate study, as well as on the fulfillment of academic requirements. The student should have a definite intention to continue in professional work upon completion of the degree.

Individual consideration is given to foreign students and those applicants who do not entirely meet specific requirements for admission.

## ADMISSION PROCEDURES

Applicants must complete an application form supplied by the Office of Admissions. An application fee of \$20 made payable to Columbia University is required. This fee is not refundable. It is desirable to file an application for admission a full year in advance of the time of entrance. Applications should be filed by March 1, and required admissions materials should be received by April 1. Late applicants will be considered only if openings remain available. The Graduate Admissions Committee will announce decisions in May.

The School offers financial assistance to qualified students through federal traineeships, scholarships, and loans. Such assistance will be considered for those who indicate need and will be based on available funds.

Inquiries for further information and requests for application forms should be addressed to the Director of Admissions, School of Nursing, Columbia University, 179 Fort Washington Avenue, New York, N.Y. 10032.

# PROGRAMS OF STUDY

## Maternity Nursing

### PURPOSE

The program in maternity nursing is designed to prepare a maternity clinical nurse specialist who functions as a nurse-midwife; provides expert nursing care for complicated maternity patients; critically evaluates research studies for applicability to practice; and assumes a leadership role which utilizes the principles of administration, education, and consultation.

The program of study is designed to provide the student with continuous opportunity to relate and integrate theoretical knowledge with clinical practice by assuming, under tutorial guidance, responsibility for the complete care of mother and baby throughout the maternity cycle. We believe that this responsibility for application of theoretical knowledge to the realities of clinical practice stimulates the motivating forces of learning, making it a dynamic process within the student which is self-perpetuating and reaches far beyond the time spent within the walls of the University.

The curriculum is designed for Mastery Learning, that is, the faculty have defined in behavioral terms the minimum performance level in both content and clinical areas that each student must master. The 24 points in clinical specialization are structured into self-contained units of instruction (modules) that promote self-directed learning, provide flexibility in approaching individual clinical management situations and learning patterns, and allow the learner to build upon his or her prior knowledge and clinical expertise.

### OBJECTIVES

A graduate of the Columbia University Graduate Program in Maternity Nursing and Nurse-Midwifery will be able to:

- manage the care of medically and obstetrically uncomplicated women and newborn throughout the childbearing cycle;
- provide expert nursing care for medically and obstetrically complicated childbearing women;
- understand and utilize concepts of research as applied to nursing and nurse-midwifery;
- apply knowledge of the principles of administration, education and/or consultation appropriately;
- participate in evaluating health-care delivery systems; and
- assume professional responsibilities.

### PROGRAM

The eleven-month program leads to a Master of Science degree in maternity nursing and nurse-midwifery from Columbia University. The program is planned around preparation in the clinical specialty and is based on a concept of comprehensive maternity care, centered in the family in a community setting. The complete service has among its goals considera-



tion of the needs and desires of the people being served as well as the reduction of maternal and infant mortality and the maintenance of scientific and technical standards of care. It includes the education, emotional support, and guidance of expectant parents, skilled attendance and emotional support throughout labor and the management of the delivery, and the integration of maternity care with good family living.

Since graduates in this clinical specialty often assume positions of leadership, their preparation must include the development of skills and the teaching of basic principles needed for the improvement of care through research, education, and group action. These skills include the ability to teach and to evaluate educational programs for parents and for in-service programs, as well as to plan, develop, and evaluate maternity care programs and to integrate them with the activities of general health and welfare services.

A minimum of 28 points is required in the core courses of nurse-midwifery, including field experience. This experience is obtained in the Obstetrical and Gynecological Service of Presbyterian Hospital, including a special midwifery clinic, and in other agencies, including the Harlem Hospital Center; Roosevelt Hospital; Maternity Health Services of Northeastern Pennsylvania/Mercy Hospital, Wilkes-Barre, Pennsylvania; and Atlantic City Hospital.

In order to meet the requirements for the degree, each student must complete a minimum of 34 points. Since students come to the program with widely varied preparation and experience, and with different interests and aims, every effort is made to help them select additional courses which will meet individual needs and to provide as much flexibility as possible. Many of the courses offered by the School of Public Health as well as courses offered by other schools in the University are available to students in this program. (The student should bear in mind, however, that preparation for specific jobs may require more than the eleven months of study included in this program.) Students graduating from this program are eligible to take the National Certification Examinations in nurse-midwifery offered by the American College of Nurse-Midwives.

A variety of established nurse-midwifery services provide the opportunity for clinical practice under tutorial guidance. In addition to the service at the Presbyterian Hospital other services include Harlem Hospital Center and Roosevelt Hospital. Harlem Hospital Center is a large city hospital associated with the Columbia-Presbyterian Medical Center. A nurse-midwifery service functions as part of routine patient care at Harlem Hospital, where between two and three thousand deliveries are conducted each year. Roosevelt Hospital is a 600-bed voluntary hospital, affiliated with Columbia University, which has an ongoing residency program and medical and nursing school affiliations. There are five full-time nurse-midwives on the staff.

Additional clinical affiliations include the Nurse-Midwifery Services of State University Hospital, Brooklyn, New York; Atlantic City Medical Center, Atlantic City, New Jersey; and Maternity Health Services of Northeastern Pennsylvania/Mercy Hospital, Wilkes-Barre, Pennsylvania.

## **Psychiatric-Community Mental Health Nursing, Adult/Child**

### **PURPOSE**

The program prepares qualified professional nurses to assume increasing responsibility for meeting the health needs of people in hospital and community settings.

When psychiatric nursing care extends from the institution into the community, the psychiatric nurse is expected to (1) design and provide continuity of care for patients in

varied settings; (2) correlate and coordinate mental health services; (3) guide and instruct others in psychiatric and mental health nursing care; and (4) serve as liaison among various disciplines, the patient, the family, and the community.

## OBJECTIVES

Learning experiences are selected which enable the student:

- to have an increasingly intensive relationship with patients with commonly encountered psychiatric syndromes and behavioral patterns;
- to function with groups as observer-recorder, participant, and group team leader in staff or patient-centered therapeutic group activities;
- to have a continuity of relationship and care both with the patient and/or family and with professional staff in community health and other services through participation in a collaborative relationship between the community mental health and psychiatric programs of the Medical Center and the visiting nursing service in the community;
- to be engaged in preventive services as well as those generally considered therapeutic and rehabilitative.

## PROGRAM

The program that focuses on adult care is ten months in length and requires a minimum of 32 credits. The student carries 12 to 15 points each term and 6 to 8 credits in the summer session. The student must maintain a B average to continue in the program.

The program that focuses on child care covers two academic years and requires a minimum of 48 credits.

The graduate program includes courses both in developmental theory and in advanced psychiatric and community mental health nursing theory and practice. In addition, courses in anthropology, sociology, and community organization may be taken in various divisions of the University, including the Graduate School of Arts and Sciences and the Schools of Social Work and Public Health. Concurrent clinical experiences in community psychiatric and mental health services are provided to develop skills basic to planning for patient and community needs.

Additionally, the track to prepare the clinical nursing specialist in child psychiatry includes knowledge basic to the care of the emotionally disturbed, physically ill, and/or socially abused child. Concurrent clinical experiences in community psychiatric and mental health services, as well as in special settings, including those in children's hospitals and clinics, are provided to develop skills basic to planning for patient and community needs.

## Pediatric Nurse Practitioner

A pediatric nurse practitioner program in the context of continuing education will be offered in 1976-1977. It is projected that this program will be offered as clinical specialist preparation at the masters degree level in 1977-1978.

# COURSES OF INSTRUCTION

The University reserves the right to withdraw or modify the courses of instruction or to change the instructors as may be necessary.

See the Key to Course Listings on page 34.

## COMMON COURSES

**Nursing M6580x. Developmental processes and the life cycle. 2 pts**

**Professor Kumler. 2 hours a week.**

Weekly seminar discussion of student observations related to theoretical concepts. Emphasis on concepts of ego psychology and development throughout the life cycle; infancy, early childhood, latency, adolescence, parenthood, middle age, and retirement. Special emphasis on infancy, adolescence, and parenthood.

**Nursing M8588x. Group Theory. 1 pt**

**Nursing 8589x. Group Practice. 2 pts**

**Professor Lennon.**

The student is given the opportunity to participate in a goal-oriented group. The primary role of the student is as a leader or co-leader of the group. Group discussion, reading and written assignments, nursing supervision of clinical practice. Supervised practice with normal groups, parents and adolescents.

**Nursing M6467y. Nursing issues. 3 pts**

**Professor Beebe and guest lecturers.**

Theories of education, administration, and consultation as utilized in direct patient care and as applied to the improvement of patient care and health-care delivery systems. Includes organizational and change theories. Professional and political problems in health-care delivery are emphasized.

**Nursing M6220x. Physical and psychological assessment of the normal child. 4 pts**

**Professor Jackson and Drs. Driscoll and Bemporad.**

Prerequisite: the instructor's permission.

Designed to prepare the student to take a complete health and developmental history, perform a systematic physical examination, recognize physical and psychological health and developmental problems, and record findings using the problem-oriented modular record. Lectures, modules, audiovisuals, and supervised laboratory experiences.

**Nursing M8560y. Introduction to family therapy. 3 pts**

**The staff.**

Designed to acquaint the student with the theoretical concepts and clinical practice of family therapy. Seminar discussions further the student's understanding of family structure, family functions, and individual roles within the family system. Each student is also assigned a family for the purposes of (a) physical and psychological assessment, (b) identification of family strengths and limitations, and (c) assisting the family with problem resolution. Clinical supervision is provided by the faculty. Written assignments demonstrating the student's ability to synthesize, as well as theoretical understanding and clinical application of that learning are required.

## MATERNITY NURSING-NURSE MIDWIFERY

**Nursing M6462x. Health assessment of adult female. 4 pts**

**Sr. Timothy Galbraith, Ms. Hodgman, and staff.**

In-depth anatomy and physiology of normal body systems with application to complete physical and pelvic assessment of the adult female. Includes components of communication theory as applied to complete history-taking, interpretation of laboratory values, and human sexuality.

**Nursing M8472x and y. Antepartum normal. 5 pts**

**Professor Beebe and staff.**

Prerequisite: *Nursing M6462—Health assessment of adult female.*

The physiological, social, and emotional components of antepartum care. Embryology and fetology, genetics, communication theory, principles of preparation of families for childbearing, and community aspects of maternal, newborn, and family health services. Practice includes nurse-midwifery management of care of normal maternity patient.

**Nursing M8473x and y. Intrapartum normal/early postpartum. 5 pts**

**Ms. Buchbinder, Sr. Timothy Galbraith, and staff.**

Prerequisite: *Nursing M6462—Health assessment of adult female.*

Nurse-midwifery management of the care of the normal intrapartum woman. Content includes anatomy and physiology relevant to care of intrapartum and early postpartum patient, review of labor support and physical needs, theory of neonatal adaptation of extrauterine life, resuscitation, and management of normal labor, delivery, and immediate postpartum care of mother and newborn.

**Nursing M8474y. Interconceptional care. 3 pts**

**Ms. Ascher, Sr. Timothy Galbraith, and staff.**

Prerequisite: *Nursing M6462—Health assessment of adult female.*

Theory and practice related to nurse-midwifery management of interconceptional care. Anatomy and physiology relative to postpartum woman, endocrinology, current contraceptive methods including indications and contraindications for use, knowledge of demography, and theory of minor gynecological variations and common problems.

**Nursing M6465y and s. Neonatology. 3 pts**

**Ms. Hodgman and staff.**

Anatomy and physiology of normal newborn, and principles of management of care in hospital. Education and counseling of new parents, physical assessment of newborn, and emergency resuscitation procedures. Common newborn variations and problems.

**Nursing M6466y and s. Medical and obstetrical complications of childbearing. 2 pts**

**Professor Beebe and staff.**

Theory and rationale for medical management of the care of patient with complications of pregnancy, labor and delivery, and postpartum periods. Practice includes provision of expert nursing care for these women as well as identification of high risk patient through history taking, laboratory findings, and physical examination. Principles of management of emergencies. The interdisciplinary health team approach is utilized.

**Nursing M8475s. Integration of nurse-midwifery practice. 3 pts**

**The staff.**

Prerequisite: all other core courses.

Intensive integration of theory and clinical practice in the nurse-midwifery management of medically and obstetrically uncomplicated women and newborns throughout the childbearing cycle. Clinical practice in all areas, teaching rounds, case presentations, and seminars with professional colleagues.

## **PSYCHIATRIC-COMMUNITY MENTAL HEALTH NURSING**

### **ADULT**

**Nursing M6582x. Evaluation and intervention in psychiatric illness. 2 pts**

**Dr. Goldberg and staff. 2 hours a week.**

Prerequisite: the instructor's permission.

Seminar focusing on understanding of anxiety depression, borderline syndrome, schizophrenia, neurosis, and organic mental syndrome. Psychiatric assessment and psychotherapeutic interventions taught through readings, discussion, and tapes.

**Nursing M6584y. Psychobiology of behavior. 2 pts**

**Dr. Goldberg and staff. 2 hours a week.**

Prerequisite: *Nursing M6582—Evaluation and intervention in psychiatric illness.*

Neurochemical, genetic, and psychodynamic bases of psychopathology. Psychopharmacological and psychotherapeutic treatment of mental illness. Readings, seminars, discussion.



- Nursing M6585y. Theory of community mental health nursing.** 2 pts  
**Professor Lennon. 2 hours a week.**  
 Prerequisite: *Nursing M6582—Evaluation and intervention in psychiatric illness, and the instructor's permission.*  
 Basic concepts and development of community mental health. The functional roles of the clinical specialist in community mental health.
- Nursing M8590x-M8591y. Clinical practice and supervision with individuals, I and II.** 2 pts  
**The staff.**  
 Prerequisite: the instructor's permission.  
 Each student is given an opportunity to work with one or more individuals or families, and is responsible for assessing and working with the physical, psychological, and social aspects of the clinical case under nursing supervision. Readings, clinical practice, and supervision.
- Nursing M6594x. Concepts of psychiatric nursing.** 2 pts  
**The staff. 2 hours a week.**  
 Prerequisite: the instructor's permission.  
 Through weekly reading assignments and seminar discussions, the student is introduced to various models of systematic inquiry drawn from nursing, psychiatry, and other related behavioral and social sciences inherent in clinical nursing practice. Concepts investigated in depth as well as synthesized to formulate an integrated analysis of nursing practice.
- Nursing M8595y. Clinical practice in institutions.** 4 pts  
**The staff.**  
 Prerequisite: the instructor's permission.  
 Students participate as active members of a multidisciplinary team in a psychiatric in-patient setting with groups and individuals. Readings and written assignments focus on understanding the systems and organization.
- Social Work T6121.** 3 pts  
 Introduction to the theory and practice of organizing and planning concerned with organizational development and change. Focus on working with people in a variety of contexts, with particular emphasis on *how* individuals, groups, and agencies organize and plan to deal with social issues. The formation and development of constituencies; elaboration of group goals and issues; implementation of action strategies; social and political factors that affect the process.
- Nursing M8596s. Advanced psychiatric nursing practice.** 4 pts  
**The staff.**  
 Prerequisite: *Nursing M8595—Clinical practice in institutions.*  
 Continuation of the clinical practice of *Nursing M8595*. Readings and seminars focus on research and current nursing issues.
- Nursing M8597s. Case seminar.** 2 pts  
**The staff.**  
 A continuation of clinical practice and supervision with individual cases with additional concentration on student presentation of cases for seminar discussion.

## CHILD

- Nursing M6570x. Concepts in child psychiatric nursing.** 3 pts  
**Ms. Buschman.**  
 Weekly seminar discussions of conceptual material relevant to the understanding of theories of practice in child psychiatric nursing. Consideration of separation, individuation, regression, guilt, body image, identity, immobilization, and aggression. Discussion, readings, and written assignments are geared to stimulate participants to develop intelligent justification for clinical judgment and action.



- Nursing M8620y. Clinical practice with children and families under stress.** 3 pts  
**Ms. Buschman and staff.**  
 A practicum designed to provide students with exposure to children and adolescents stressed by chronic or life-threatening disease and by congenital deformities. The experience gives students opportunity to work with these young patients and their families and to appreciate the effects of such stress upon growth, development, family and social functioning. Collaboration with professionals within the context of the pediatric out-patient department and community agencies is encouraged. Home visiting to be arranged where appropriate.
- Nursing M6575y. Evaluation and intervention in child psychopathology.** 2 pts  
**Dr. Bemporad and Ms. Buschman.**  
 Seminar focusing on understanding autism, schizophrenia, neurosis, and organic mental syndrome. Psychotherapeutic intervention taught through readings, discussion, and audiovisual tapes.
- Nursing M6578x. Psychobiology of behavior of children.** 3 pts  
**The staff. Not given in 1976-1977.**  
 Neurochemical, genetic, and psychodynamic bases of psychopathology. Psychopharmacological and psychotherapeutic treatment of mental illness in children. Readings, seminars, discussion.
- Nursing M8564. Clinical practice in residential treatment.** 3 pts  
**The staff. Not given in 1976-1977.**  
 Field placement designed to provide clinical practice with emotionally disturbed children requiring milieu treatment in residential treatment centers.
- Nursing M8340x. Clinical practice with children and families.** 2 pts  
**The staff. Not given in 1976-1977.**  
 Advanced practice with families who are disturbed or who are coping with a physically or emotionally disturbed child.
- Nursing M8341y. Clinical practice with individuals and families** 2 pts  
**The staff. Not given in 1976-1977.**  
 A continuation of *Nursing M8340*.
- Nursing M8020y. Selected study.** 3 pts  
**Not given in 1976-1977.**  
 Advanced practice in residential liaison, consultation, administration, or teaching selected by student.

## SUPPORTING COURSES

- Public Health P6100. Introduction to vital statistics.**  
**2 lecture and 2 laboratory hours a week.** 1½ points.  
**Autumn term (quarter 1).**  
 Mass data of the health fields; the content of vital statistics; methods of collection, tabulating, and graphing data; elementary methods of analyzing some of the simpler types of data in terms of averages, percentages, and rates. Laboratory work is devoted to the practical application of the methods presented in the lectures.
- Public Health P6101. Introduction to the analysis of experimental data.** 1½ points  
**2 lecture and 2 laboratory hours a week.**  
**Autumn term (quarter 2).**  
 Summarization of experimental data by means of percentages, averages, and measures of variation; methods for evaluating chance variation as applied to percentages and averages; introduction to the general concept of correlation. Laboratory work is devoted to the practical application of the methods presented in the lectures.

**Teachers College TJ3700x. Statistical methods, I.** 4 pts

**Sec 1: MW 1-2:30; Sec 2: TuTh 5:10-6:40; Sec 3: MW 5:10-6:40. Lab: hours to be arranged.**

Prerequisite: a passing score on an examination in arithmetic and elementary algebra, given before and during registration (practice and diagnostic materials available from the Statistics Office).

Laboratory fee: \$5.

Elementary statistical methods for those planning one or two terms of statistics. Measures of central position and variability; zero-order correlation; regression with one independent variable; use of the normal distribution; and simple sampling, estimation, and hypothesis-testing procedures. Laboratory devoted to applications in substantive areas of research.

**Teachers College TI3830x. Methods of empirical research, I.** 3 pts

**Sec 1: W 1-2:50; Sec 2: W 5:10-7.**

Prerequisite: *TJ3700* or the equivalent, and the instructor's permission.

Recommended preparation: *TP3500* or the equivalent.

An introduction to the methods of scientific inquiry, research planning, and techniques of making observations and analyzing and presenting data. Topics include methods of inquiry, the role of research in theory, formulating problems and hypotheses, sampling, measurement, and the design of empirical research. Students are given the opportunity to design research projects.

**Teachers College TI3831y. Methods of empirical research, II.** 3 pts

**Sec 1: W 1-2:50; Sec 2: W 5:10-7.**

Prerequisite: *TI3830* or the equivalent, and the instructor's permission.

Provides an opportunity to plan and execute a modest research project and to study certain research methods and techniques in greater depth than in *TI3830*. These include design, sampling, direct observation, interviews and questionnaires, and scale construction. Time is provided in the course schedule for supervised work on the project.

**Nursing M6020y. Research methodology.** 3 pts

Introduction to principles and techniques of behavioral science research in nursing; problem recognition; and conceptualization, design, sampling, data collection, processing, and analysis. Modules and seminars.

**Nursing M6030x. Research seminar I.** 1 pt

**The staff. Not given in 1976-1977.**

Critical analysis of research reports and development of design for independent research study.

**Nursing M6031y. Research seminar II.** 3 pts

**Not given in 1976-1977.**

Discussion and completion of the student's clinical research study.

**Social Work T6121. Concentration II.** 3 pts

Introduction to the theory and practice of organizing and planning concerned with organizational development and change. Focus on working with people in a variety of contexts, with particular emphasis on *how* individuals, groups, and agencies organize and plan to deal with social issues. The formation and development of constituencies; elaboration of group goals and issues; implementation of action strategies; social and political factors that affect the process.

**Elective courses.** 3 to 6 pts

**Autumn and spring terms.**

## SUGGESTED COURSES

**Teachers College TD3500x and y. Curriculum and instruction in higher education.** 3 pts

*TD3500x: M 5:10-7. TD3500y: W 1-2:50.*

Curricular and instructional trends and issues, the interrelationship of general and specialized education, and a variety of instructional practices. Internal and external factors influencing decisions of curriculum and instruction, and implications of such decisions for organization and administration of colleges and universities. An opportunity for students from various fields of specialization to work together in observing, appraising, and projecting programs of higher education.

**Teachers College TH3002x. Family and kinship in social and cultural context.**

**3 pts**

**Tu 1-2:50.**

Culture, class, and ethnic variations in family and kinship systems, with special attention to urban settings.

Other courses offered by the Graduate School of Arts and Sciences, the School of Public Health, or other graduate divisions may be selected by students with the approval of the faculty adviser. Students should consult the appropriate bulletins.



# **REGISTRATION, EXPENSES, AND OTHER INFORMATION**

**REGISTRATION**

**AUDITING COURSES**

**REGULATIONS**

**FEES**

**REQUESTS FOR TRANSCRIPTS**

**ESTIMATED EXPENSES**

**FINANCIAL AID**

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**STUDENT HEALTH SERVICE**

**STUDENT ACTIVITIES**

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**AWARDS AND PRIZES, UNDERGRADUATE PROGRAM**

**GRADUATION**

**QUALIFICATION FOR REGISTERED NURSE (R.N.)**





# REGISTRATION, EXPENSES, AND OTHER INFORMATION

## Registration

Students must register in the Office of the Registrar, Room 3-412, College of Physicians and Surgeons, 630 West 168th Street, before they may attend classes. Registration consists of filling out forms and paying of fees.

All students will be asked to give Social Security numbers when registering in the University. Those who do not now have a number should obtain one from their local Social Security office well in advance of registration.

Students in the graduate programs are required to have proof of malpractice insurance and current nursing licensure upon entering the program. Students entering the clinical specialization courses are required to do so on a full-time basis.

For the academic year 1976-1977, all students, graduate and undergraduate, register on September 7 and 8, 1976.

## CHANGES IN PROGRAMS OF STUDY

Once registered, a student may drop or add courses or change sections by filing a formal change-of-program application with the Registrar during the change-of-program period each term: September 13-17 for the autumn term, and January 27-February 2 for the spring term. All such changes must first be approved by the student's adviser.

Students may drop courses *after* the change-of-program period by following the same procedure; however, for courses dropped after the last day for change of program in each term, no adjustment of tuition will be made. Autumn-term courses may be dropped no later than November 12, spring-term courses no later than March 24. *Failure to attend classes or unofficial notification to the instructor does not constitute dropping a course and will result in a failing grade in the course.*

## Auditing Courses

Degree candidates in good standing who are enrolled for a full-time program in the current term may audit one or two courses (except during the summer term) in any division of the University without charge by filing a formal application in the Registrar's Office (P&S, Room 3-412) during the change-of-program period. Applications require (a) the certification of the Registrar that the student is eligible to audit and (b) the approval of the dean of the school in which the courses are offered.

For obvious reasons, elementary language courses, laboratory courses, studio courses, applied music courses, and seminars are not open to auditors; other courses may be closed because of space limitations. In no case will an audited course appear on a student's record, nor is it possible to turn an audited course into a credit course by paying the fee after the fact. Courses previously taken for credit may not be audited.

## Regulations

According to University regulations, each person whose registration has been completed will be considered a student of the University during the term for which he or she is registered unless the student's connection with the University is officially severed by withdrawal or otherwise. No student registered in any school or college of the University shall at the same time be registered in any other school or college, either of Columbia University or of any other institution, without the specific authorization of the dean or director of the school or college of the University in which he or she is first registered.

The privileges of the University are not available to any student until he or she has completed registration. Since, under the University statutes, payment of fees is part of registration, no student's registration is complete until his or her fees have been paid. A student who is not officially registered for a University course may not attend the course unless granted auditing privileges (see above). No student may register after the stated period unless he or she obtains the written consent of the appropriate dean or director.

### ATTENDANCE AND LENGTH OF RESIDENCE

Of the 120 points (units of academic credit) required for the baccalaureate degree, 45 must be taken in residence at Columbia, 30 of these at the School of Nursing.

A student in good standing may, for special reasons, be granted a leave of absence by the Associate Dean. The length of the absence depends upon the particular courses the student is taking at the time of the leave and when these courses will be offered again, since all courses are not offered every term.

Regular class attendance is necessary for attainment of satisfactory performance in college work and is the responsibility of each student. Requirements for class attendance within any course are at the discretion of the faculty member responsible for the course. Attendance is always required on the first day of each course. Clinical commitments within courses are also required.

### RELIGIOUS HOLIDAYS

It is the policy of the University to respect its members' observance of their major religious holidays. Officers of administration and of instruction responsible for the scheduling of required academic activities or essential services are expected to avoid conflict with such holidays as much as possible. Such activities include examinations, registration, and various deadlines that are a part of the academic calendar.

Where scheduling conflicts prove unavoidable, no student will be penalized for absence due to religious reasons, and alternative means will be sought for satisfying the academic requirements involved. If a suitable arrangement cannot be worked out between the student and the instructor involved, students and instructors should consult the appropriate dean or director. If an additional appeal is needed, it may be taken to the Provost.

Some of the major holidays occurring on weekdays during the current academic year are:

Monday, October 4

Yom Kippur

Monday, April 4

Pesach

Friday, April 8

Good Friday

## GRADES

The grading system is as follows:

A+ or A, excellent; A- or B+, good; B or B-, average; C+ or C, passing; F, failure.\*

**Pass-Fail Grades:** undergraduate students may elect the Pass-Fail grading option for up to 8 courses or a total of 28 points. All courses in the major must be taken for letter grades. Grades of P are not included in the grade-point average; however, grades of F are included. Students who wish to elect a pass-fail grade must secure written approval from their academic advisers by November 12 in the autumn term and March 24 in the spring term.

The grade of D is used by other divisions of the University. No more than 15 points of D work will be credited toward the baccalaureate degree. Credit for D work is accepted only for courses taken at Columbia University.

The mark of F\* (failure due to unofficial withdrawal) is assigned to a student who discontinues attendance in a course without formally notifying the Office of the Registrar.

The mark of ABS (authorized absence from an examination) is given by the instructor with the approval of the Office of the Assistant Dean to those students who for imperative reasons are unable to take the final examination. If a student is unable to attend the final examination because of illness or some other emergency, he or she must, to receive the mark of ABS, communicate with the instructor before the examination. The student must remove the ABS during the term following the one in which it was received, otherwise the ABS will be changed to F.

The mark of INC (incomplete) is given by the instructor with the approval of the Office of the Assistant Dean and only under special circumstances. The student must remove the INC by completing a special work assignment by a specified date. Unless removed by completion of the required work within one year of the date of the final examination in the course for which the incomplete was granted, the INC will be changed to F. A student with more than two INC's on his or her record will not be permitted to register for the following term.

In the computation of grade averages, marks for courses are awarded quality points on the following scale: A = 4, B = 3, C = 2, D = 1, F = 0. For each plus or minus unit an adjustment of +0.3 or -0.3 is made.

## ACADEMIC STANDARDS

In order to continue in good standing, undergraduate students must maintain a 2.00 (C) average. All course grades in the major must be at the C level or above. A student who fails to maintain these standards is placed on academic probation for one term. If grades do not improve during that term a student may be asked to withdraw from the program.

Graduate maternity students must master the content and clinical portions of each module in sequence in order to continue in this program. A grade average of B must be maintained in all other courses.

Graduate psychiatric-community-mental health nursing students must earn a B in each clinical course and a B average in theoretical courses. Registration in an advanced clinical course requires successful completion of the preceding clinical course. Any deviation from this policy requires written approval from the director of the program.

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\*Failure to obtain a passing grade will be sufficient reason for asking a student to repeat the course or to resign. Students who fail a course but are permitted to remain in the program will be placed on academic probation for the term following the course failure.



## DEAN'S LIST

During each academic term, undergraduate students who have earned an average of 3.3 (B+) or better in 12 or more points of letter credit for the preceding term are placed on the Dean's List. Students who have received grades of D, F, INC, or ABS during the term are not eligible for consideration. Any student who has earned a B+ average but has failed to receive notification at the appropriate time of having been placed on the Dean's List should notify the Office of the Assistant Dean.

## ACADEMIC DISCIPLINE

The continuance of each student upon the rolls of the University, the receipt of academic credits, graduation, and the conferring of any degree or the granting of any certificate are strictly subject to the disciplinary powers of the University.

## CONDUCT

All members of the University community, its visitors and guests, are governed by the Rules of University Conduct, which apply to all demonstrations, including rallies and picketing, that take place on or at a University facility. It is the student's responsibility to be aware of all provisions, regulations, and procedures contained in the Rules. Copies are available in the Office of the University Senate, 406 Low Memorial Library.

## HONOR CODE

Academic and intellectual integrity are accepted principles in the nursing profession. An honor code, created and administered by the student body, is the formal acknowledgment of this understanding in the School. Each student is expected to abide by it.

# Fees

The following fees, prescribed by statute, are subject to change at the discretion of the Trustees.

Tuition is payable each term in advance and as part of registration. The health service fee and the Student Accident and Health Insurance premium are payable at registration each autumn and spring term as indicated below. The annual hospital insurance premium is payable at registration in September. If these fees are paid after the last day of registration (see *Academic Calendar*), they will not be reduced, and a late fee of \$10 will be imposed. Checks for tuition and fees should be made payable to Columbia University.

## TUITION

<i>Undergraduate students:</i>	Autumn and spring terms	\$3,990.00
<i>Graduate students:</i>		
For all courses, per point		137.00
With the proviso that the fee for a full-time program in the autumn or spring, per term, is		2,055.00



**HEALTH SERVICE FEE**

For all full-time students

<i>Freshmen and sophomores:</i>	Autumn term	\$26.00
	Spring term	26.00
<i>Juniors, seniors, and graduate students:</i>	Autumn and spring terms	
Single		200.00
Married		400.00
Family		520.00

**STUDENT ACCIDENT AND HEALTH INSURANCE  
AND HOSPITAL INSURANCE PREMIUMS**

Student Accident and Health Insurance premium

<i>Freshmen and sophomores:</i>	Autumn term	\$27.00
	Spring term	38.00

Hospital insurance premium

<i>Juniors, seniors, and graduate students:</i>	Per year	
Single		114.00
Family		266.00

The student health service fee contributes to the cost of operating the Student Health Service. Students are also required to be covered by a hospitalization plan. Freshmen and sophomores pay the Student Accident and Health Insurance. Juniors, seniors, and graduate students pay the hospital insurance fee, which covers the annual premium of the Associated Hospital Service of New York. Participation in these programs is compulsory for all full-time students; students who already carry hospital insurance, however, and who show proof of comparable coverage at Registration, will be charged the health service fee only. Dependents of students may acquire Student Accident and Health Insurance or other hospital insurance coverage and are eligible to receive the benefits of the health service program upon payment of additional fees. Students should consult the Student Accounting Division, Room 141, Black Building, for further information on dependent coverage.

**APPLICATION FEES AND LATE FEES**

Application for admission	\$20.00
Renewal of application for degree (see below)	1.00
Late registration	10.00
Late application, or late renewal of application, for a degree	10.00

**WITHDRAWAL AND ADJUSTMENT OF FEES**

Any student wishing to withdraw from the University, who is in good academic standing and not subject to discipline, will always be given an honorable discharge. For those under twenty-one years of age, the Assistant Dean must first receive the written consent of their parent or guardian.

Any adjustment of the tuition that the student has paid is reckoned from the date on which the Registrar receives the student's written notification. The health service fee, application fees, late fees, and special fees are not subject to rebate. Up to and including the second Saturday after the first day of classes, tuition will be retained in the following amount:

Full-time study	\$50.00
Part-time study	25.00

After the second Saturday after the first day of classes in the term, the above amount is retained, plus an additional percentage of the remaining tuition (as indicated in the adjustment schedule below), for each week, or part of a week, of the term up to the date on which the student's written notice of withdrawal is received by the Registrar.

#### ADJUSTMENT SCHEDULE

	<i>Minimum Fees Retained</i>	<i>Percentage of Remaining Tuition Retained</i>
Second Saturday after first day of classes	\$25 or \$50	0
Week following second Saturday after first day of classes	25 or 50	10
Second following week	25 or 50	20
Third following week	25 or 50	30
Fourth following week	25 or 50	45
Fifth following week	25 or 50	60
Sixth following week	25 or 50	75
Seventh following week	25 or 50	90
Eighth following week	25 or 50	100 (no adjustment)

#### APPLICATION OR RENEWAL OF APPLICATION FOR A DEGREE

Degrees are awarded three times a year—in October, January, and May. A candidate for any Columbia degree (except the doctoral degree) or for a certificate must file an application with the Registrar, 630 West 168th Street. In the 1976-1977 academic year, the last day to file for an October degree is August 2; for a January degree, November 5; and for a May degree, February 21. A late fee of \$10 will be charged after these dates and until the expiration of the *late* filing period for each conferral date (September 9 for October degrees, December 10 for January degrees, April 11 for May degrees). Applications received *after* the late filing period will automatically be applied to the next conferral date.

If the student fails to earn the degree by the conferral date for which he or she has made application, the student may renew the application by paying a renewal fee of \$1. A \$10 late fee will be charged for late filing of renewals of application according to the same schedule as for original applications (see above).

## Requests for Transcripts

Transcripts may be requested by writing to the Office of the Registrar, Room 3-412, College of Physicians and Surgeons, 630 West 168th Street, New York, N.Y. 10032. *Official* transcripts must be sent by the University directly to an official address such as another

university, a college, a business firm, or a government agency. However, a student may request an unofficial transcript (stamped "Student Copy"). There is a charge of \$2 for each transcript requested except those which are sent between offices of Columbia University. Checks accompanying transcript requests should be made payable to Columbia University.

## Estimated Expenses

In addition to the tuition and fees given above the approximate cost for the course is as follows:

Room in Eli White Hall	
Freshmen and sophomores (two terms)	\$960.00
Room in Maxwell Hall	
Juniors and seniors: two terms	960.00
summer term	192.00
Board plan (two terms)*	650.00
Books, per year	300.00
Transportation, per term	50.00-100.00
Uniforms for juniors	
Men	75.00
Women	85.00
Supplemental uniforms†	30.00
Miscellaneous expenses on entrance	
Orientation: freshman	40.00
junior	25.00
Student Association dues, year book, etc.	20.00
Miscellaneous expenses for returning students (autumn term)	13.00
Approximate graduation expenses	75.00

The charges for room and board are payable at registration and are not refundable after the first day of classes in each term. However, arrangements may be made through the Bursar's Office to pay room and board in installments at the beginning of each term.

The transportation expense listed above is an estimate of charges for public transportation between campus locations and to and from clinical practice sites.

Students are responsible for laundry and maintenance of uniforms and costs associated with this.

## Financial Aid

Financial aid programs are administered without regard to race, creed, color, sex, or national origin.

Scholarships, loans, employment opportunities, and other sources of financial aid based on need are available to students while enrolled in the School of Nursing at Columbia University.

Funds are available through a variety of sources including alumnae and friends of the School, foundations, government agencies, civic groups, and voluntary organizations. An

\*Fee provides script which can be spent as desired in any of the University dining halls. Meals are available Monday through Friday, excluding holidays and holiday periods. The meal plan is optional.

†Students must also provide a navy-blue or black tailored cloth coat, the cost of which is not included in this estimate.

annual benefit sponsored by a committee of parents, faculty wives, and friends of the School provides aid to several students each year.

The School is particularly concerned that no worthy student who meets its admission requirements should be denied a nursing education because of insufficient funds. However, financial aid depends upon a careful evaluation of all the resources available to the students and to the School.

### FINANCIAL AID ADMINISTERED BY THE SCHOOL OF NURSING

Financial aid for students accepted for admission or enrolled in the School is in the form of scholarships, grants, loans, and part-time employment.

Awards are made annually, primarily on the basis of financial need. Students are required to file a renewal application for each year.

Scholarships and grants carry no obligation for repayment.

Applications must be made on forms provided by the School and must be accompanied by supporting data as requested through the College Scholarship Service, a unit of the College Entrance Examination Board. Both forms may be obtained from the School of Nursing, Office of Financial Aid. Applications must be filed by December 31. Those filed after January 1 will only be considered if funds are still available.

Income from the following endowments provide for several partial scholarships:

VIVIAN B. ALLEN SCHOLARSHIPS

MARGARET E. CONRAD SCHOLARSHIPS

NELLIE ALDEN FRANZ SCHOLARSHIPS

ELEANOR LEE SCHOLARSHIPS

JANE MC ALLISTER SCHOLARSHIPS

BARRET MONTFORT SCHOLARSHIPS

SAMUEL J. MORITZ SCHOLARSHIPS

DEAN SAGE SCHOLARSHIPS

MARY SENCINDIVER SPECHT SCHOLARSHIPS

FREDERICK STURGES, JR., SCHOLARSHIPS

M. LYNN WILLIAMS SCHOLARSHIPS

In addition the School receives annually several gifts from its alumnae and organizations expressing an interest in preparation for health care careers. These include:

AETNA LIFE AND CASUALTY COMPANY SCHOLARSHIPS

THE ALUMNAE ASSOCIATION OF COLUMBIA UNIVERSITY—  
PRESBYTERIAN HOSPITAL SCHOOL OF NURSING, INC.

ANNUAL BENEFIT SCHOLARSHIP FUND

DAVISON-FORMAN FOUNDATION

SWITZER FOUNDATION

WOMAN'S FLORIST ASSOCIATION, INC.

Metropolitan Life has established a grant which provides for one full four-year scholarship and stipend to be awarded annually to an entering freshman. The recipient will be determined on the basis of academic achievement, promise of success in the nursing program, and need.

### **ALUMNAE ASSOCIATION AWARDS**

The Columbia University-Presbyterian Hospital School of Nursing Alumnae Association has two endowment funds for scholarships for advanced study in nursing. All School of Nursing alumni are eligible to apply for this assistance.

### **DEPARTMENT OF HEALTH, EDUCATION, AND WELFARE**

#### **MATERNAL AND CHILD HEALTH SERVICE**

#### **NATIONAL INSTITUTES OF MENTAL HEALTH**

Both of these agencies provide training grants for graduate study in nursing. The stipends provide for full cost of tuition and fees. Applicants must be recommended by the faculty of the School of Nursing. Additional funds for living expenses will be awarded, if available, on the basis of need. Eligibility for federal scholarships requires that the student carry a full academic program, i.e., 12 credits.

### **NEW YORK STATE REGENTS SCHOLARSHIPS AND GRANTS**

The following are available for any student who has been a legal resident of New York State or the preceding year:

#### **REGENTS COLLEGE SCHOLARSHIPS**

Available yearly for a maximum of five years; may be applied both to college and to the junior and senior years in the School of Nursing.

#### **REGENTS SCHOLARSHIP FOR BASIC PROFESSIONAL EDUCATION IN NURSING**

Available yearly for a maximum of five years; may be applied only to time spent in the School of Nursing.

#### **REGENTS SCHOLARSHIPS FOR CHILDREN OF DECEASED OR DISABLED VETERANS**

Available yearly for a maximum of five years; may be applied both to college and to the junior and senior years in the School of Nursing.

#### **SCHOLAR INCENTIVE PROGRAM**

Awarded to graduate and undergraduate students who graduated from high school prior to January 1974. Grants depend on need. Eligible students must demonstrate a capacity to pursue a degree or be presently enrolled in college, and must maintain a satisfactory academic record.

#### **TUITION ASSISTANCE PROGRAM (TAP)**

Grants awarded to students who have graduated from high school after January 1, 1974. Assistance is based on income, with awards ranging from \$100 to \$1,500 annually.

Further information and application forms may be obtained from the Regents Examination and Scholarship Center, State Education Department, University of the State of New York, Albany, N.Y. 12201.



**DEPARTMENT OF HEALTH, EDUCATION, AND WELFARE****BASIC EDUCATIONAL OPPORTUNITY GRANT (BEOG)**

This federal program provides grants to eligible undergraduate students who have not attended a postsecondary institution prior to April 1, 1973. Awards range in value from \$100 to \$1,400. Applications may be obtained locally or by writing to P.O. Box 84, Washington, D.C. 20044.

**LOANS**

Under the Nurse Training Act of 1971 eligible undergraduate students may borrow up to \$1,400 and eligible graduate students up to \$2,500 each calendar year, depending on the availability of funds. Interest and repayment begin 9 months after the student has completed the full-time course of study. Up to 85 percent of the total loan and interest may be cancelled at the rate of 15 percent for each year of full-time employment that the borrower works as a professional nurse in a public or other nonprofit institution or agency; up to 85 percent may be cancelled at the rate of 30 percent a year when the borrower is employed full time in a public or nonprofit hospital in any area that the Secretary of Health, Education, and Welfare determines has a substantial shortage of professional nurses. Loans are administered through Columbia University. Forms may be obtained from the School of Nursing, Office of Financial Aid.

The New York State Higher Education Services Corporation has a program through which students may obtain loans from local banks. Repayment is based on the amount of the loan and may be spread over a period of up to ten years. Similar loan programs are available in other states. Information and forms may be obtained through local banks.

**INSTALLMENT PLAN**

Columbia University has an insured program for meeting educational expenses out of monthly income through the College Aid Plan, Inc. The plan provides for monthly installments at low interest rates. Application forms are available from College Aid Plan, Inc., 1030 E. Jefferson Blvd., South Bend, Indiana 46624.

**STUDENT EMPLOYMENT**

A limited number of employment opportunities are available. Positions are available as clerical assistants to faculty and staff members and as nursing assistants in certain clinical patient settings. Students may also be employed as practical nurses, upon completion of prerequisite courses and the passing of the Practical Nurse Licensing Examination.

Licensed professional nurses enrolled in the program may secure employment at the Columbia-Presbyterian Medical Center, or in neighboring hospitals on a part-time or per diem basis.

For further information and application forms write to the School of Nursing, Office of Financial Aid, Faculty of Medicine, Columbia University, 179 Fort Washington Avenue, New York, N.Y. 10032.

## Living Arrangements

Ali White Hall, which is open to freshmen, sophomores, and graduate students, is located at 419 West 114th Street, adjacent to the main campus of Columbia University. Its facilities include a cafeteria, library, gymnasium, laundry rooms, floor kitchenettes, and television rooms. Each student occupies a single room equipped with a sink.

Anna C. Maxwell Hall, 179 Fort Washington Avenue, the residence for upperclassmen, overlooks the Hudson River, and connects by underground passage with the other buildings of the health sciences campus. Reception rooms, snack bar, library, and recreational facilities including a swimming pool are located in this building. Each student occupies a single room equipped with a sink.

Students may live outside a residence hall if they are over twenty-one years of age or have written parental consent. Students who live in either of the residence halls have the option to subscribe to a board plan. All students who contemplate moving from the residence must give notice before the beginning of the next term.

## Student Health Service

Emphasis is placed on the importance of healthful living and the particular significance of this to the nurse as a person and as a health teacher. Through individual and group conferences, as well as student committees of the Student Association, health practices and student activities are carefully considered. Every effort is made to maintain a positive approach to the individual's responsibility for his or her own well-being, both emotional and physical.

The health of the student is closely supervised. Physical examinations are made at regularly scheduled periods and at other times, when necessary, by the physicians of the University Health Services; laboratory investigations are made when indicated. Chest x-ray or tuberculin tests, or both, are done semi-annually.

Students are required to have complete immunization against typhoid, tetanus, smallpox, poliomyelitis, and measles before entering the School. Periodic booster immunizations are given.

Freshmen and sophomores use the University Health Service, on the Morningside campus, at 1091 Amsterdam Avenue. Juniors, seniors, and graduate students use the Student Health Service, on the street level of Bard Haven Tower 1 (60 Haven Avenue).

All students must carry hospitalization insurance; evidence of such insurance must be presented at registration. Associated Hospital Service of New York insurance (Blue Cross) may be purchased (by upperclassmen and graduate students) through the School. Student Accident and Health Insurance may be purchased (by freshmen and sophomores) through the School. (See *Fees*.) Cost of illness, beyond reasonable limits of outpatient care, and beyond the student's insurance coverage, must be met by the student. The expenses of dental care, eye refraction, continuing psychiatric care, and care of pre-existing conditions must be borne by the student.

## Student Activities

All undergraduate students belong to the Student Association which is governed by an Executive Board. Students also have representation on the University Senate.

The Honor System, which pertains to academic and other aspects of student life, is one of the major responsibilities of the Student Association. All students accept responsibility for maintaining a strong sense of individual and group honor.

A variety of social and cultural activities are organized under the auspices of the Executive Board, including films, parties, and musical programs.

Students are encouraged to participate in the activities held on the Morningside campus at McIntosh Center (Barnard) and Ferris Booth Hall (Columbia College). These student centers contain bowling alleys, ping pong facilities, and snack bars. Eli White Hall, also in the vicinity of the main campus, possesses a gymnasium. There are, as well, tennis courts and a pool on the health sciences campus.

On both the Morningside and the health sciences campuses there are opportunities for students who wish to become involved in community affairs.

## Foreign Students

The staff of the Office of the Foreign Student Adviser, 106 East Hall, provides advice and counseling to foreign students on such matters as housing, personal and financial problems, and regulations of the United States Immigration and Naturalization Service (visas, extensions of stay, work permission, temporary departure from the United States, transfer from Columbia to another school, termination of study). Information about the various foreign student clubs at Columbia and about opportunities to attend conferences, travel in the United States, and participate in community and cultural activities may be obtained from this Office. Maps of New York City and discount tickets to concerts and plays are available.

The staff of the Office of Foreign Student Admissions, 102 East Hall, provides information and counseling on University admission, advanced standing, English proficiency examinations, and academic placement.

## National Honor Society of Nursing

In 1964 the Alpha Zeta Chapter of Sigma Theta Tau, the National Nursing Honor Society, was established in the School of Nursing. Membership is by invitation and the selection of students is based on a high standard of performance in the program and on evidence of leadership potential.

## Awards and Prizes, Undergraduate Program

### THE ALPHA ZETA CHAPTER OF SIGMA THETA TAU

A medal of excellence presented to a member of the graduating class who best exemplifies the principles of Sigma Theta Tau and the high ideals of the nursing profession.

### THE MARGARET ELIOT PRIZE

Given in honor of a former Director of Nursing by her sister, Mrs. William A. Forbes, and awarded to the senior nursing student who most nearly combines professional competence, capacity for leadership, and wholehearted compassion for patients.

### THE ARLENE MEYERS AWARD

Given in memory of a former head nurse in the Labor and Delivery Room by her family and by members of the Nursing and Medical Staffs of Sloane Hospital for Women. It is awarded to a member of the graduating class who has demonstrated professional competence and a sincere interest in maternity nursing.

#### THE JACKSON PRIZE FOR EXCELLENCE IN NURSING CARE OF THE ACUTELY ILL SURGICAL PATIENT

Awarded to a member of the graduating class who has demonstrated interest, achievement, and professional competence in the care of acutely ill surgical patients. The award is given by an alumna and former faculty member of the School of Nursing, and her husband.

#### THE ROSE DRISCOLL AWARD

Given annually as an incentive to a student beginning his/her senior year in the baccalaureate program in nursing, who has demonstrated pride in becoming part of the nursing profession and is striving toward high ideals in his/her own practice and behavior.

#### THE CATHERINE C. CHESNEY AWARD

Given annually to a student concluding his/her junior year who has demonstrated, in addition to proficiency in the technical skills of nursing, those distinctive humane qualities which are essential dimensions of patient care. This award is given by the family of the late Ezra M. Stiles in honor of Miss Catherine C. Chesney who, during her sickroom care for Mr. Stiles, exemplified the sensitivity and compassion so vital to the healing process, which this award recognizes.

## Graduation

At the Commencement exercises of the University the degree of Bachelor of Science or Master of Science is conferred upon students who have fulfilled the respective requirements of the School of Nursing. Degrees are awarded in October, January, and May (see under *Fees*—Application or Renewal of Application for a Degree).

The state license to practice nursing (R.N.) entitles the graduate to membership in the American Nurses Association, the National League for Nursing, and other professional organizations.

## Qualification for Registered Nurse (R.N.)

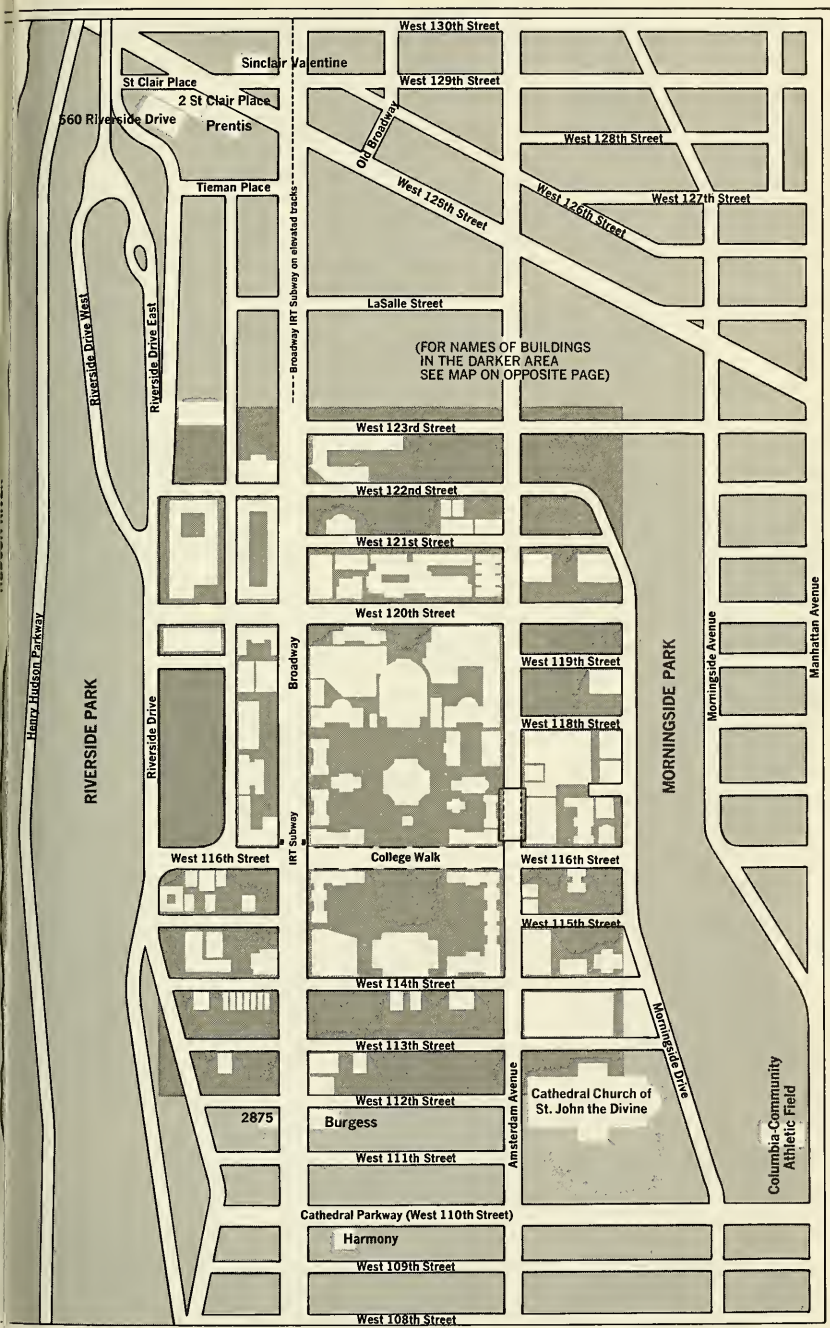
In most states it is necessary for a nurse to be licensed in order to practice nursing. Graduates of the School of Nursing are eligible for licensure in all states. Licensure is obtained through satisfactory performance on the licensing examination prescribed by the state. The nurse then registers the license and is known as a Registered Nurse (R.N.). Licensure in one state entitles a qualified holder to licensure by endorsement in other states.

Graduates of the masters program in maternity nursing—nurse midwifery are eligible to take the National Certification Examination in nurse-midwifery offered by the American College of Nurse-Midwifery.





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- ☐ Fresh. ☐ Jr. Trans. ☐ Grad. Nurse  
☐ Soph. ☐ Col. Grad. *Full Time* \_\_\_\_\_  
*Part Time* \_\_\_\_\_

**MASTER'S DEGREE**

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Mrs.

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City State Zip  
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Requesting Financial Aid from Columbia? ☐ Yes ☐ No

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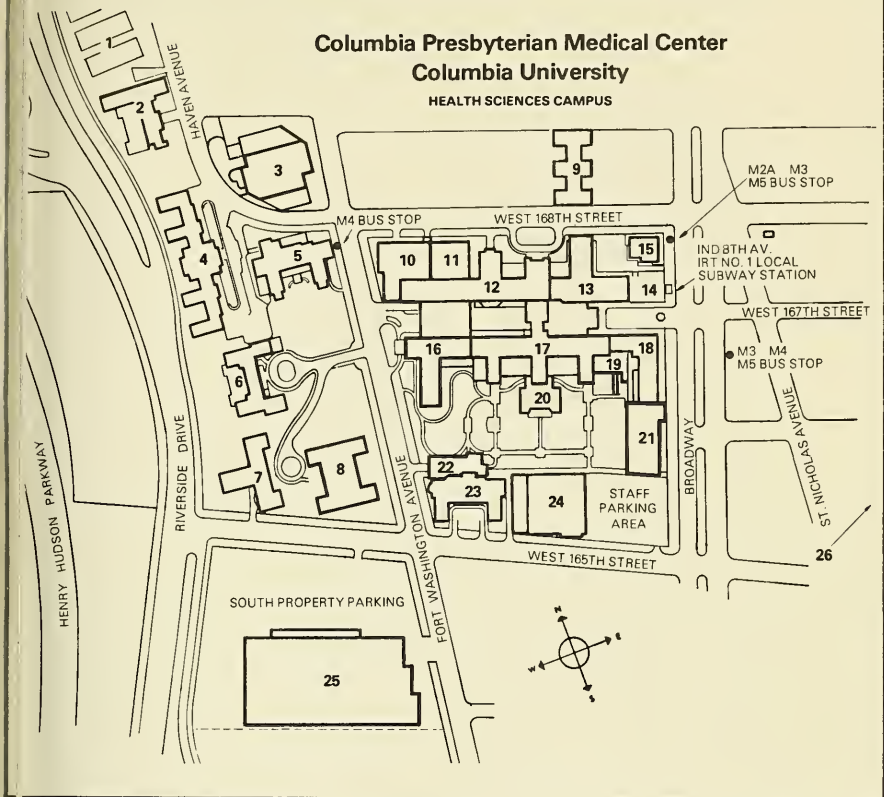
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| 1 Dana W. Atchley Pavilion                                | 22 Edward S. Harkness Eye Institute                              | 6 School of Nursing                                   |
| 1 The Babies Hospital                                     | 23 Eye Institute Research Laboratories                           | 25 Parking facilities                                 |
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| Bard Hall Medical Student Residence                       | 16 Harkness Pavilion   | Sloane Hospital for Women                             |
| Bard Haven Towers   | 20 Pauline A. Hartford Memorial Chapel                           | Squier Urological Clinic                              |
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The Faculty of Medicine  
SCHOOL OF NURSING

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# Columbia University Bulletin

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1977-1978

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### **Application Form:**

See the back of this bulletin.

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**Postmaster: Send Form 3579 to Columbia University Bulletin, 303 Journalism Building, New York, N.Y. 10027**

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The Faculty of Medicine  
School of Nursing

# Columbia University Bulletin

Baccalaureate Program in Nursing  
Master's Programs in Clinical Nursing

1977-1978

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# Academic Calendar, 1977-1978

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## Major Religious Holidays

See *Registration, Expenses, and Other Information*—Attendance and Length of Residence for a statement of University policy regarding religious holidays and applicable dates for this academic year.

## 1977

### AUGUST

1 Monday. \* Last day to apply or reapply for all October degrees (see September 8).

### SEPTEMBER

1-5 Thursday, through Monday. Freshman Orientation.

5 Monday. Labor Day. Holiday.

6 Tuesday. Orientation for junior and graduate students.

6-7 Tuesday-Wednesday. † Registration, including payment of fees, for the autumn term.

8 Thursday. Autumn term classes begin.

8 Thursday. Last day to file *late* application for October degrees.

12 Monday. First day to change programs and to apply to audit courses.

16 Friday. Last day to change programs and to apply to audit courses. **No adjustment of fees for individual courses dropped after this date.**

### OCTOBER

26 Wednesday. Award of October degrees.

### NOVEMBER

4 Friday. † Last day to apply or reapply for January degrees (see December 9).

7 Monday. Academic holiday.

8 **Tuesday. Election Day. Holiday.**

11 Friday. Last day to drop individual courses.

24-27 **Thursday-Sunday. Thanksgiving holidays.**

### DECEMBER

5-6 Monday-Tuesday. Early registration for the spring term. Students may also register during general registration (see January 20).

9 Friday. Last day to file *late* application for January degrees.

14 Wednesday. Last day of classes.

15 Thursday. Study day.

16-23 Friday-Friday. Examination period.

\*Students who apply after this date must pay a late fee.

†Students allowed to register after the period specified must pay a late fee.

## DECEMBER

23 Friday. Autumn term ends.

24 **Saturday, through January 19, 1978, Thursday. Winter holidays.**

## 1978

## JANUARY

20 Friday.\* Registration, including payment of fees, for spring term.

23 Monday. Spring term classes begin.

25 Wednesday. Award of January degrees.

26 Thursday. First day to change programs and to apply to audit courses.

## FEBRUARY

1 Wednesday. Last day to change programs and to apply to audit courses. **No adjustment of fees for individual courses dropped after this date.**

20 **Monday. Washington's Birthday. Holiday.**

20 Monday.† Last day to apply or reapply for May degrees (see April 3).

## MARCH

12-19 **Sunday-Sunday. Spring holidays.**

23 Thursday. Last day to drop individual courses.

## APRIL

3 Monday. Last day to file *late* application for May degrees.

24-25 Monday-Tuesday. Early registration for the summer term. Students may also register during general registration period (see May 19).

## MAY

3 Wednesday. Last day of classes.

4 Thursday. Study day.

5-12 Friday-Friday. Examination period.

12 Friday. Spring term ends.

14 **Sunday. Baccalaureate Service.**

17 **Wednesday. Conferring of degrees.**

## MAY

19 Friday.\* Registration, including payment of fees, for summer term.

22 Monday. Summer term classes begin.

29 **Monday. Memorial Day. Holiday.**

## JULY

4 **Tuesday. Independence Day. Holiday.**

14 Friday. Summer term ends.

---

\*Students allowed to register after the period specified must pay a late fee.

†Students who apply after this date must pay a late fee.

# Officers of Administration

---

WILLIAM J. MCGILL, Ph.D., LL.D., L.H.D. *President of the University*

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HELEN F. PETTIT, M.A. *Associate Dean (Nursing)*

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BERNARD D. CHALLENGER, M.D. *Associate Dean for Hospital Affairs*

INEZ E. KLINCK, B.A. *Assistant Dean for Academic Administration*

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B.S., Michigan, 1943; M.A., Columbia, 1952; Ed.D., 1968; M.N., Frances Payne Bolton School of Nursing, Western Reserve, 1945

LUCIE S. KELLY. *Professor of Nursing in Public Health*

B.S.N., Pittsburgh, 1947; M.Litt., 1957; Ph.D., 1965; Graduate, University of Pittsburgh School of Nursing, 1947

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B.S., Columbia, 1940; M.A., New York University, 1952; Graduate, Presbyterian Hospital School of Nursing, 1936

CONSTANCE P. CLEARY. *Associate Professor of Nursing; Program Coordinator—Undergraduate*

B.S., New York University, 1953; M.A., Columbia, 1958; M.Ed., 1973; Graduate, Bellevue Hospital School of Nursing, 1946

ANN M. EARLE. *Associate Professor of Nursing; Program Director, Graduate Program in Psychiatric-Community Mental Health Nursing*

B.S., New York University, 1952; Ed.D., 1969; Graduate, Bridgeport Hospital School of Nursing, 1947

MARY R. BARONE. *Assistant Professor of Clinical Nursing*

B.S., New York University, 1961; M.A., 1965; M.Ed., Columbia, 1974; Graduate, Moses Taylor Hospital School of Nursing, 1952

JOYCE E. BEEBE. *Assistant Professor of Clinical Nursing; Program Director, Graduate Program in Maternity Nursing-Nurse Midwifery*

B.S.N., Michigan, 1964; M.P.H., Michigan, 1971; Graduate, University of Michigan School of Nursing, 1964.

EDITH G.B. BENOIT. *Assistant Professor of Clinical Nursing*

B.A., Hunter, 1938; M.A., Columbia, 1945; Professional Diploma, 1958; Graduate, Harlem Hospital School of Nursing, 1942

ELIZABETH W. CARTER. *Assistant Professor of Clinical Nursing; Psychiatric Nursing Area Coordinator*

B.S.N., Western Reserve, 1958; M.S., Rutgers, 1962; Graduate, Western Reserve University School of Nursing, 1958

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B.S. Columbia, 1946; M.S., Western Reserve, 1958; Graduate Department of Nursing, Faculty of Medicine, Columbia, 1946

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B.S., Cornell, 1957; M.S., Hunter, 1963; M.P.H., Columbia, 1965; Graduate, Cornell University-New York Hospital School of Nursing, 1957

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B.S., Columbia, 1945; M.A., 1959; Graduate, Department of Nursing, Faculty of Medicine, 1945

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**EDWARD O. WRAY.** *Assistant Professor of Clinical Nursing; Clinical Coordinator at Psychiatric Institute*  
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## Medical-Surgical Nursing

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B.S., Boston College, 1964; M.Ed., 1970; M.Ed., Columbia, 1975; Graduate, Springfield Hospital School of Nursing, 1961

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1958

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## Maternity Nursing

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BARBARA A. BRENNAN.\* *Instructor in Clinical Nursing*  
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\*Certified Nurse-Midwife

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BARBARA J. LAUG.\* *Instructor in Clinical Nursing*  
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ELDRA SIMMONS\* *Instructor in Clinical Nursing*  
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## Pediatric Nursing

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LUCILLE SONDHEIM. *Assistant Professor of Nursing*  
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NANCY E. JONES. *Associate in Clinical Nursing*  
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---

\*Certified Nurse-Midwife

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## Psychiatric Nursing

ANN M. EARLE. *Associate Professor of Nursing*  
B.S., New York University, 1952; Ed.D., 1969; Graduate, Bridgeport Hospital School of Nursing, 1947

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B.S., Hunter, 1957; M.A., Columbia, 1958; Graduate, Moncton Hospital Training School for Nurses, 1953

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B.S., Western Reserve, 1958; M.S., Rutgers, 1962; Graduate, Western Reserve University School of Nursing, 1958

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B.S., Pennsylvania, 1959; M.S., Rutgers, 1963; Graduate, Harrisburg Polyclinic Hospital School of Nursing, 1955

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B.S., Tuskegee Institute, 1961; M.S., Rutgers, 1965; Graduate, School of Nursing, Tuskegee, 1961

MARILYN C. JAFFE. *Assistant Professor of Clinical Nursing*  
B.A., Jersey City State, 1970; M.A., New York University, 1973; Graduate, Mt. Sinai Hospital School of Nursing, 1963

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B.S., Fairleigh Dickinson, 1970; M.S., Columbia, 1972; Graduate, Bellevue Hospital School of Nursing, 1957

MARY M. ROBERTSON. *Associate in Clinical Nursing*  
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JUDITH L. YOUNG. *Instructor in Clinical Nursing*  
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B.S., Cornell, 1957; M.S., Hunter, 1963; M.P.H., Columbia, 1965; Graduate, Cornell University-New York Hospital School of Nursing, 1957

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B.A., Mt. Holyoke, 1956; M.Ed., Columbia, 1966; Ed.D., 1973; Graduate, Hartford Hospital School of Nursing, 1958

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B.S.N., Western Ontario, 1966; M.Ed., Columbia, 1971; Graduate, Atkinson School of Nursing—Toronto Western Hospital, 1960

JOANNE M. MERRY. *Assistant Professor of Clinical Nursing*  
B.S., Boston College, 1969; M.S., State University of New York (Buffalo), 1971; Graduate, Boston College School of Nursing, 1969

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R.S.N. Delhi (India), 1953; M.S.N., Boston, 1966; M.Ed., Columbia, 1974; Ed.D., 1977; Graduate, University of Delhi College of Nursing, 1953

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## Officers of Instruction from Other Departments of the University

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STANLEY SCHACHTER. *Robert Johnson Niven Professor of Social Psychology (Faculty of Pure Science)*

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FRANCES R. GEARING, M.D., M.P.H. *Associate Professor of Public Health (Epidemiology)*

W. HENRY SEBRELL, JR., M.D. *Special Lecturer in Public Health Nutrition*

GLORIA L.A. DAMMANN. *Program Coordinator in Public Health Nursing*

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JOHN K. LATTIMER, M.D. *Professor of Urology; Chairman, Department of Urology*

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IDAEHLA C. ANTOSIK, B.A. *Associate Registrar of the University*

ELIN B. OZDEMIR, M.A. *Director of Admissions*

REBECCA C. LINDSEY, B.A. *Assistant Director of Admissions*

SUSAN E. ALEXION, B.A. *Departmental Administrator*

ROSEMARY L. ASH, M.A. *Director of Student Affairs*

BARBARA A. COLEMAN, M.A. *Assistant Director of Student Affairs*

CELESTE R. LAZARUS, B.S. *Training Supervisor*



# Affiliated Institutions and Agencies

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## **Presbyterian Hospital**

*Director of Nursing:* Mary I. Crawford

*Director of Nursing Service:* Mary E. Windrow

*Associate Directors of Nursing Service:* Dorothy J. del Bueno, Bernice R. Derby, Gilda M. Gehm, Jean B. Gunn, Helen D. Henry, Rose M. Hoynak, David Markant, Jane F. McConville, Helen F. Pettit, Andree L. Powell, Ruth A. Rayner, Yvonne Trebilcock, Lillian Vahey, Cynthia White

## **St. Luke's Hospital Center**

*Associate Vice President; Director of Nursing Service:* Ruth Hill

## **Roosevelt Hospital**

*Director of Nursing Service:* Kathryn McTernan

## **New York State Psychiatric Institute**

*Director of Nursing:* Edward O. Wray

## **Harlem Hospital Center**

*Senior Superintendent of Nurses:* Edith G.B. Benoit

## **Visiting Nurse Service of New York, Inc.**

*Executive Director:* Anne-Marie Thom

*Director of Education:* Ione Carey

## **Bureau of Public Health Nursing, New York City Department of Health**

*Director:* Margaret O'Brien

*Associate Director:* Marjorie Avery

## **Community League of West 159th Street**

*Director:* Lucille Bulger

## **Maternity Center Association**

*Director:* Mrs. Ruth W. Lubic





# A Career in Nursing

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Health care is one of society's greatest needs today and will continue to be a pressing need in the future. The development of new programs of health-care delivery requires imagination as well as knowledge and skill. The roles of those providing such care are changing and will continue to change. Nursing is accepting new and exciting challenges in the prevention of disease, in the maintenance of optimal health, and in providing care during episodes of acute illness.

Who should choose nursing? Young people finishing high school who are looking for preparation for helping people. Those who see health as an essential element in individual and societal progress, who feel that good health makes a difference, and who want to be a part of making that difference. Those who wish a health practice career that takes a holistic approach to caring for individuals, their families, and others close to them. People at all stages of life are prompted by these and other motivations to consider nursing as an initial or second career choice.

The programs of the School of Nursing offer excellent preparation for the countless opportunities that are open to professional nurses in various fields. The programs include preparation of graduate nurses who want to increase the openings available to them through advanced study in baccalaureate and higher degree education.

Nurses with professional preparation are responsible for the nursing care of patients and families, and provide guidance and supervision to others in carrying out certain aspects of that care. With additional experience and education at the master's or doctoral level, the professional nurse may become a clinical specialist in one of many fields of nursing.

Practice as a clinical specialist is possible in many settings, including hospitals. Today, many nurses choose this field and seek preparation at the master's degree level. The practitioners are known by such titles as pediatric nurse practitioner, nurse midwife, and psychiatric nurse practitioner—adult/child.

Community health nursing offers a diversity of activities affecting all groups of society. It includes nursing in public health agencies, such as official and voluntary health and nursing agencies; nursing in school and occupational health services; and nursing in educational and preventive health programs.

The teaching of nursing offers a challenge to many nurses. For those with research interests there is an ever-increasing opportunity for important, exciting, and much-needed study. Clinical research is coming into its own.

Whether practicing the nursing profession in the hospital, the home, the industrial plant, the inner city, or the rural community, the modern nurse occupies a position of responsibility and respect. The nurse is a colleague of the medical practitioner, the public health officer, the industrial physician, the social worker, and other health care professionals. Nurses have a major responsibility for assisting to develop and/or restore health and welfare services in many parts of the world. Thus, nurses come into contact with governmental agencies, voluntary agencies, and other groups concerned with the health of the community. The opportunities for service are increasing both in our country and abroad.

Helen F. Pettit  
*Associate Dean*

# The School of Nursing

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In 1935 the College of Physicians and Surgeons of Columbia University assumed responsibility for the educational programs of the School of Nursing of the Presbyterian Hospital, and in 1937 the University established the Department of Nursing of the Faculty of Medicine. In 1974 the Department of Nursing became the School of Nursing of the Faculty of Medicine of Columbia University.

The School of Nursing was founded in 1892 by the Board of Managers of the Presbyterian Hospital. Anna C. Maxwell, R.N., M.A., the first director of the School, established the plans for administration and instruction and guided them for thirty years. Her contribution has had a lasting effect and has added to the dignity and importance of the School and the nursing profession. More than five thousand nurses have been graduated since the School was opened.

The hospital's interest in teaching was further demonstrated by its provision of clinical education to the medical students of the College of Physicians and Surgeons of Columbia University. This led to a permanent affiliation between the two institutions in 1921. The establishment of the Department of Nursing marked another step in the integration of the University and the hospitals at the Columbia-Presbyterian Medical Center.

In 1946 the Department of Nursing was authorized to offer graduate programs to prepare clinical nursing specialists. Four majors are currently available and there are plans to develop others.

Two other famous hospitals, the St. Luke's Hospital Center and the Roosevelt Hospital, have had a long history of affiliation with Columbia University and in 1971 became full University hospitals. It is interesting to note that Anna C. Maxwell was the director of the nursing school at St. Luke's before becoming the director of the school at the Presbyterian Hospital.

In 1969 the administrations and faculties of the above named hospitals and schools of nursing and the Department of Nursing voted to participate in a four-year baccalaureate program to be offered by the Department of Nursing. Combining the resources and facilities of the three schools with those of the University as a whole, it was agreed, would greatly extend the available opportunities for learning. The Committees on Instruction of Barnard College and of the School of General Studies at Columbia University agreed to provide the liberal arts curriculum for the program. While Barnard College has traditionally educated students immediately out of high school, the School of General Studies has served adults returning to degree programs, offering unique opportunities to older students with new career goals. With the approval of Columbia University, the inception of the four-year baccalaureate program was announced in November 1972.

Underlying the construction of the programs offered by the School of Nursing is the view that nursing is a performing art, one which is dedicated to the health of people. It is an applied science, based on biological, physical, and behavioral disciplines. By acquiring knowledge of the art and science of nursing, and learning to put this knowledge into practice, the nurse fulfills the goals of providing comfort with compassion, promoting the optimal level of health, and acting effectively during periods of illness.

If man is to realize his ideal of good health, there must be a fusion of the art and the science of nursing, and the result of this combination must be made available to individuals and communities throughout the entire world.

The School of Nursing prepares men and women to practice as individuals and with members of other disciplines. The baccalaureate program enrolls students who wish to begin the study of nursing as well as those already registered nurses who wish to deepen and broaden their knowledge through general college work and nursing on the senior college level. Graduate programs afford nurses the opportunity to increase their knowledge and skills with practice in special health care fields.

The School offers the following programs of study:

- an undergraduate program, which leads to the baccalaureate;
- graduate programs that lead to the M.S. degree; clinical specialization is possible in maternity nursing–nurse midwifery; psychiatric-community mental health nursing: adult; psychiatric-community mental health nursing: child (liaison nurse); pediatric nursing (ambulatory care).

Specialization is planned in other areas such as pediatric nursing (perinatal) and adult health and geriatric nursing.

All programs are accredited by the National League for Nursing. The School of Nursing is a member of the Department of Baccalaureate and Higher Degree Programs of the National League for Nursing.

## Philosophy

The Faculty of the School of Nursing, in accord with Columbia University, believes that in a dynamic society, education for membership in a profession includes the development not only of expertise in a field but also of social awareness. The professional nurse with a liberal education thinks critically, exercises technical competence, and makes socially significant and personally satisfying contributions to society. Nursing has the role and responsibility before society to establish and maintain therapeutic relationships that support and restore health and well-being. The professional nurse has the ability to diagnose and treat human responses to actual or potential health problems and to provide preventive health services to individuals and groups in a variety of settings.

The Faculty believes in the integrity and worth of all human beings. Each person is an individual with unique characteristics and behavior. Although not completely understood, a human being is viewed as an integrated whole, evolving through time, in constant interaction with a complex environment. The Faculty recognizes that people throughout the life cycle have specific physical, biological, psycho-social, and spiritual needs which they strive to keep in harmony.

The Faculty of the School of Nursing believes that people as rational, sentient beings have the right to self-determination and participation in decision making in health and illness. The professional nurse has a responsibility to provide health education to assist individuals in effective participation in their care and treatment. The Faculty further believes that health care is a right of all, and that nurses should engage in political and societal activities supportive of this belief, and should serve as client advocates in the health-care system.

The professional nurse is viewed both as a responsible health-care provider accountable for the quality of practice and as a change agent in the health-care delivery system. Nursing seeks to advance its contribution through research and through collaboration with other health professionals. Well-developed leadership abilities are inherent in professional nursing practice. The nurse acts independently and interdependently.

The Faculty accepts the obligation to provide knowledge, to stimulate learning, to serve as resource persons, to be innovators in nursing, and to contribute to the development of human values. The Faculty recognizes that interests and abilities vary, and seeks to provide flexibility in the curriculum in order to facilitate the optimal development of each learner's potential. Learning is viewed as a lifelong process and learners are considered to be self-directed and accountable for their performance.

The programs of the School of Nursing reflect this philosophy. The undergraduate program develops the competence required for general professional nursing practice and provides a firm educational base for graduate study. The graduate programs advance nursing competence by extending and deepening knowledge and practice within various clinical specialties.



## Teaching Facilities

### Morningside Campus

The Morningside Campus, centered at 116th Street and Broadway, occupies several acres of urban property. Here are located the principal educational resources of a great university, and extending beyond the campus are the cultural resources of a great city. (See the map of the Morningside campus and its environs.)

*Barnard College* was incorporated in the educational system of Columbia University in 1900. Today it has a teaching staff of almost two hundred men and women: outstanding scholars whose primary concern is the education of undergraduate students at the college. For those majoring in nursing the new facilities for studies in the sciences are of particular interest. The fourteen stories of Altschul Hall, dedicated in 1969, are devoted primarily to the sciences, and laboratory work is conducted with the most modern equipment.

*The School of General Studies* is the coeducational undergraduate liberal arts college for adults at Columbia University. The School offers over five hundred liberal arts courses. Classes are held throughout the day and in the evening and are taught by regular faculty members of the University and a small number of outside specialists. The School draws on the University libraries, laboratories, and other educational facilities. Its own administrative offices, student facilities, and seminar and classrooms are located in Lewisohn Hall.

*St. Luke's Hospital Center* was established in 1850 and has been located on Morningside Heights, adjacent to the main Columbia campus, since 1896. St. Luke's Hospital and Woman's Hospital comprise the Hospital Center. Its facilities include 749 beds, 45 of which are for pediatric cases. There are four major and eleven specialty services. St. Luke's Hospital has maintained a teaching affiliation with the University since 1947 and in 1971 became a full University hospital.

### Health Sciences Campus

The divisions of the Faculty of Medicine of Columbia University (the College of Physicians and Surgeons, the School of Nursing, Programs in Physical Therapy and Occupational Therapy, the Institute of Human Nutrition, the School of Public Health) and the Columbia University School of Dental and Oral Surgery are located on the health sciences campus, which comprises about twenty acres extending from West 165th Street to West 168th Street and from Broadway to Riverside Drive. (See the map on the inside back cover.)

The facilities of the Faculty of Medicine include amphitheatres, classrooms, laboratories, a multimedia center, and a biomedical communication center, the Augustus Long Library.

Affiliation agreements exist between Columbia University and the Presbyterian Hospital and its subdivisions—the Squier Urological Clinic, the Edward S. Harkness Eye Institute, Sloane Hospital for Women, Vanderbilt Clinic (the outpatient department), Babies Hospital, Neurological Institute, and the New York Orthopedic Hospital. The Columbia-Presbyterian Medical Center consists of the foregoing units and the New York State Psychiatric Institute and the Washington Heights Health and Teaching Center (headquarters of an administrative district of the New York City Department of Health).

### Off-campus Units

*The Roosevelt Hospital* was founded in 1869. It contains 595 beds and 58 bassinets. There are over eighteen thousand admissions and approximately two hundred thousand clinic visits annually. The hospital is engaged in many research and teaching activities. It has been affiliated with the University since the early years of the century, and in 1971 became a full University hospital.



*Off-campus community health and welfare agencies* which provide exceptional learning experiences include the Visiting Nurse Service of New York, the Bureau of Public Health Nursing of the Department of Health of the City of New York, the Maternity Center Association, Harlem Hospital, Isabella Geriatric Center, and selected school health and occupational health services.

## Libraries

*The Columbia University libraries* on Morningside Heights, containing over four million volumes, are open to all students. The main collection is housed in *Butler Library*, and special and departmental collections are located in other buildings on the campus. They include collections on biology, chemistry, engineering, physics, psychology, sociology, and other subjects related to nursing.

*The Wollman Library* of Barnard College contains over 119,000 volumes. This collection of carefully selected books is designed to cover the liberal arts curriculum requirements as well as to provide opportunity for independent work in many fields.

*The Eli White Memorial Residence* of St. Luke's Hospital Center houses one of the most complete nursing libraries and is an invaluable student resource.

*The Augustus Long Library* is located in the new Health Science Center Building. Current literature (both books and journals) is available to faculty members and students, as are other aids to research, such as interlibrary loans and a unique bibliographic service.

The library contains over 335,000 volumes of books and journals, some five thousand pamphlets, and about two thousand slides on the history of medicine. More than forty-five hundred periodicals are received regularly.

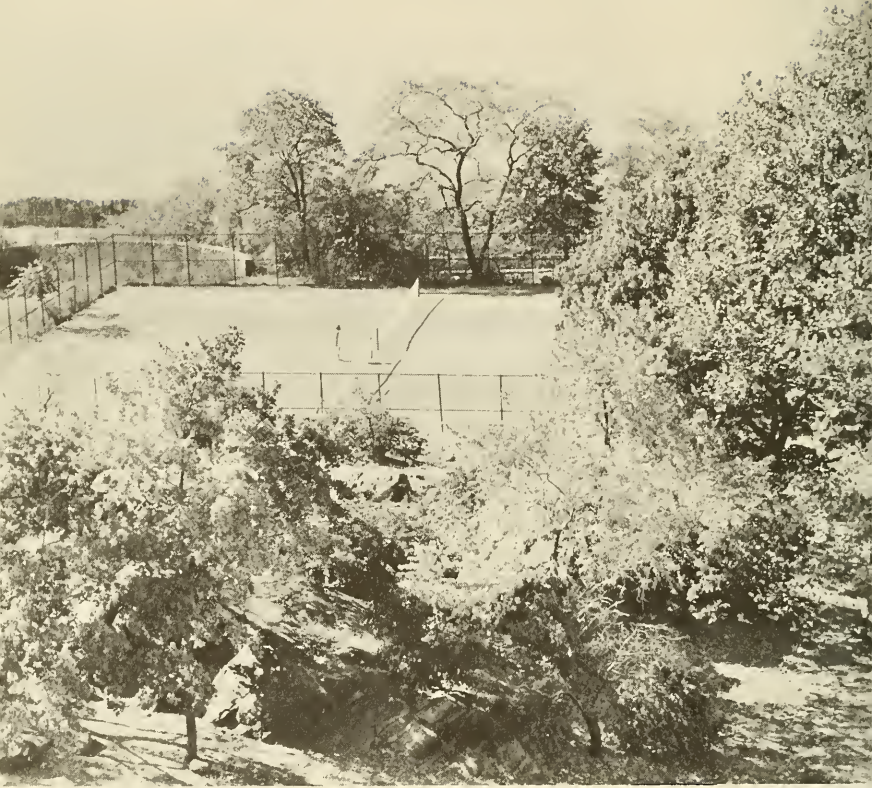
One floor is devoted to facilities, including hardware and software, for self-instruction through audio-visual materials. A seminar room on this floor is named for a former director of the School, Helen Young. Funds for the room were raised by the Alumnae Association.

*The Tod Memorial Library* in Anna C. Maxwell Hall has the latest editions of approved reference books and other self-teaching materials, supplied by the Anna C. Maxwell Reference Library Fund. Supplementary library facilities in the various clinical specialties are also available for student use.

## Statement of Nondiscriminatory Policies

Columbia University admits students of any race, color, national and ethnic origin to all the rights, privileges, programs, and activities generally accorded or made available to students at the University. It does not discriminate on the basis of race, color, national and ethnic origin in administration of its educational policies, admissions policies, scholarship and loan programs, and athletic and other University-administered programs.

Consistent with the requirements of Title IX of the Education Amendments of 1972, as amended, and Part 86 of 45 C.F.R. (to which Columbia University is subject), the University does not discriminate on the basis of sex in the conduct or operation of its education programs or activities (including employment therein and admission thereto). Inquiries concerning the application of Title IX and Part 86 of 45 C.F.R. may be referred to Ms. Beverly C. Clark, the University's Equal Opportunity Officer (309-C Low Memorial Library, New York, N.Y. 10027, telephone 212-280-3554), who has been designated as the University's Title IX Coordinator, or to the Director, Office for Civil Rights (Region II), 26 Federal Plaza, New York, N.Y. 10007.



# The Baccalaureate Program

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Programs of Study

Admission

Key to Course Listings

Courses of Instruction

Summary of the Programs





# Baccalaureate Program of Study

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The basic baccalaureate nursing program at Columbia University prepares qualified men and women to practice nursing effectively in new and traditional health care settings. Nursing is interpreted as including health promotion through education, prevention of disease, care of the sick and injured, and their restoration to optimal health.

Throughout nursing education, the student is encouraged and provided with the opportunity to develop an understanding of the social and health needs of individuals and the community, their effect upon the trends in national thinking, as well as the present and possible contribution of nursing to human welfare.

Opportunity is provided for the continued development of students physically, mentally, emotionally, and culturally, with emphasis on their interests, needs, and responsibilities as persons, as members of the nursing profession, and as citizens.

The student is introduced to the various opportunities in nursing and is helped to select for graduate study and experience that field of nursing in which the greatest satisfaction will be found and to which an optimum contribution can be made.

## Purpose and Objectives of Baccalaureate Nursing Education

The baccalaureate program in the School of Nursing is designed to prepare qualified individuals for beginning professional nursing practice in any setting.

The program builds upon the liberal arts background of the student, integrating it with professional learning and activity.

The Faculty seeks to guide the student toward personal and professional fulfillment within a broad social and ethical context.

Upon completion of this program we expect graduates to:

- utilize the knowledge of the biological, physical, and behavioral sciences in giving care to individuals, families, and groups on the health-illness continuum;
- perform adeptly therapeutic and preventive measures directed toward promotion, maintenance, and restoration of health;
- utilize the problem-solving process in providing and improving nursing care;
- assume leadership for planning, directing, and evaluating care given by nursing personnel;
- collaborate with other professional and paraprofessional persons in the coordination of health care;
- facilitate group action to achieve the goals of nursing;
- contribute to the fulfillment of society's health needs through work with group organizations;
- demonstrate awareness of their own needs, values, and competencies as they affect their interaction with others;
- demonstrate empathy in working with others' needs, problems, and cultural mores; and
- be self-directive in the pursuit of new knowledge and in its application to personal and professional living.



## Program for Students Entering as Freshmen

Students entering as freshmen begin a program of study leading to the Bachelor of Science degree with a major in nursing. The courses to be taken in fulfillment of the liberal arts requirement for the degree are chosen from among the courses offered by Barnard College and the School of General Studies of Columbia University. The courses required for the major in nursing are taught by faculty members of the School of Nursing. As part of the program, clinical practice in the hospital environment is offered at the Presbyterian Hospital, St. Luke's Hospital Center, and Roosevelt Hospital. Appropriate community agencies also afford an opportunity for valuable experience throughout the program.

By providing a balanced liberal arts and nursing curriculum, the program aims to develop educated and informed professionals, capable of meeting society's challenging health care needs.

Required courses in the liberal arts include biology, chemistry, psychology, sociology, and English. In addition, ten liberal arts courses (approximately 30 points) may be taken as electives.

The nursing major is built on the health model, beginning with wellness and carrying through illness to maintenance and rehabilitation. Specifically, the focus in the first year of the program is on community health, with emphasis on the concepts of promotion and maintenance of health. In the second year, the focus is on family health, including the prevention of illness, and there is an opportunity to study normal maternity nursing. In the third year, study centers on interruptions in health, emphasizing the care, cure, restoration, and rehabilitation required by episodes of illness. In the fourth year there is concentration on a synthesis and professionalization of nursing practice.

The senior year includes the opportunity for an area of concentration in primary health care, acute care, or health maintenance including extended care or geriatric care. The student focuses on two of the nurse's roles: first, as the leader of a nursing team, assuming responsibility for the care of groups of patients with and through other team members; and second, as a co-member of the health team concerned with meeting the total health-illness needs of individuals and groups.

In the first and second years of the program, the Morningside campus serves as the locus of the student's activities, and in the third and fourth years the health sciences campus does so. However, there is utilization of the resources of the two campuses throughout the four-year, eight-term program. For a summary of the four-year baccalaureate program see "For Students Entering as Freshmen," under Summary of the Programs.

## Program for Junior Transfer and College Graduate Students

The program of study, leading to the Bachelor of Science degree, continues instruction in the biological, physical, and behavioral sciences; theory and supervised experiences are related to health promotion and illness prevention as well as to the care of the sick and the restoration of their optimal health. Experience with clients/patients begins early in the first term.

The senior year provides opportunities for independent study and concentration on a particular dimension of practice elected by the student.

Self-directed study is given major emphasis in order to assist the student in determining resources and in establishing a pattern for the continued learning that is demanded by the rapidly changing health care scene.

Students complete the program in two academic years. (They are designated "juniors" in their first year and "seniors" in their second year.) Courses are listed under the baccalaureate Courses of Instruction. Programs and course sequences are designed to accord with students' prior education and experience. Graduate nurses are admitted and their programs are individually designed in accordance with their previous education (see *Admission to the Baccalaureate Program — Graduate Nurses*).

The program builds upon the liberal arts background of the student, integrating it with professional learning and activity. For liberal arts prerequisites, see Admission Requirements.

Opportunities to take liberal arts or professional electives are provided.

## Preparation for Entrance

Serious candidates for nursing should first evaluate their qualifications. A sincere interest in people and their welfare is an essential in all fields of nursing. Also, since nurses assume the responsibility for planning and improving nursing care, they must be able to lead as well as to work under the leadership of others. Nurses are called upon to make many important decisions and must have adequate knowledge on which to base them, so that some preparation in liberal arts and broad cultural experiences are likewise invaluable.

The candidate for nursing should take advantage of the many opportunities for trying out practical "work-samples" of nursing and securing some contact with patients, even at an elementary level. Other types of work experience with people are also useful.

Academic requirements are outlined under *Admission to the Baccalaureate Program*. The School welcomes an opportunity to guide its candidates well in advance of the date of entrance.

# Admission to the Baccalaureate Program

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Candidates may apply as freshmen, junior transfers, or college graduates. Graduate nurses and other adult students are given particular consideration. Students are admitted only in September. All are candidates for a Bachelor of Science degree in nursing from Columbia University.

## Freshmen

Candidates for admission to the freshman class are expected to have completed a college preparatory course of study from an approved secondary school, or the equivalent. The nursing major begins in the freshman year.

## Junior Transfers

Candidates for admission must have successfully completed two years of study or 60 liberal arts points (semester credits) at an accredited college or university. These points must include the prerequisite courses for entrance.

## College Graduates

College graduates must present a degree from an accredited college or university and must present the prerequisite courses. Students complete their studies for a baccalaureate degree in nursing in two years.

## Graduate Nurses

A graduate nurse may seek entrance to the baccalaureate program at the level determined by the number of liberal arts points (semester credits) which can be transferred. Nursing courses cannot be counted toward liberal arts points.

Of the 120 points required to earn the Bachelor of Science degree in nursing, 60 points are required in liberal arts courses. These are the same for all baccalaureate degree candidates, and may be taken at Columbia or at another accredited college or university. However, all students must meet the residency requirement of 45 points at Columbia University, 30 of these at the School of Nursing.

Advanced standing in the nursing major may be established by means of challenge examinations designed to evaluate nursing competencies acquired through previous studies and/or nursing experience. A number of evaluative tools are used, including some of the New York College Proficiency Examinations for certain courses of the junior year. Scores for the latter are reported three months after the examination is taken. Applicants who wish to challenge through these examinations must allow for this delay when making plans for admission. Final credit is not awarded until the student has demonstrated ability in the first clinical course taken at Columbia.

Graduate nurses seeking guidance with regard to possible placement in the baccalaureate program are encouraged to call the Office of Admissions.

## Admission by Transfer from Another Baccalaureate Nursing Program

Advanced standing in the nursing major for students presenting college credits for nursing courses carried in a National League for Nursing (NLN) accredited baccalaureate program is determined by the comparison and evaluation of the courses the applicant presents with those required for the degree from Columbia. If a particular course remains in question, a student may challenge the course by examination.

All students must meet the residency requirement of 45 points at Columbia University, 30 of these at the School of Nursing.

## Admission Requirements

Final selection for admission is based on an applicant's strong academic performance, favorable references, personal statement, good health, and evidence of potential for nursing. Applicants are advised to visit the campus for a personal interview.

### Freshmen

<i>Required subjects</i>	<i>Years</i>
English	4
Foreign language	2
Mathematics	3
Sciences: biology and chemistry	2
Social studies	1-2

#### *Required testing*

1. The Scholastic Aptitude Tests of the College Entrance Examination Board.
2. CEEB Achievement Tests: English composition, biology or chemistry, and one elective. These examinations may be taken in the junior or senior years, and preferably not later than the January testing date of the senior year.
3. New York State Regents Examinations in English, a foreign language, mathematics, and science are expected of New York State residents.
4. Applicants whose first language is not English must submit the results of their performance on the Test of English as a Foreign Language (TOEFL).

Specific testing will be recommended for the adult student who is unable to submit CEEB Aptitude and Achievement Test results taken within five years of proposed entrance.

## Junior Transfers and College Graduates

<i>Prerequisite courses for entrance</i>	<i>Points</i>
Biology*	6-8
Chemistry*	6-8
English	3
Psychology	3
Sociology	6
	<hr/> 24-28

\*Representing two terms of work including laboratory. In choosing biology courses two terms of general biology or a term of botany and zoology are appropriate; human biology or anatomy and physiology courses are not appropriate.

*Electives*

Foreign language, history, mathematics, economics, philosophy, religion, fine arts, or supplementary courses in the required fields.

32-36

Credit for one year of a foreign language completed in college may be awarded only if (1) it was an intermediate or advanced course or (2) credit has also been awarded for two years of another foreign language.

No more than 6 points may be allowed for courses in religion or speech.

Credit will not be granted for commercial, home economics, physical education, or vocational courses, or for any 1-point course.

*Required testing*

1. The Scholastic Aptitude Test of the College Entrance Examination Board. Although CEEB Achievement Tests are not required, students who have taken the English composition and science tests should submit the results.
2. Students who have not taken the CEEB Scholastic Aptitude Test may submit scores from the Graduate Record Examination or the Miller Analogies Test.
3. Applicants whose first language is not English must submit the results of their performance on the Test of English as a Foreign Language (TOEFL).

## Graduate Nurses

*Required Subjects*

Depending on the level of entry, graduate nurses should prepare to meet the subjects and points required of all students.

*Required testing*

Graduate nurses are expected to submit CEEB Aptitude and Achievement Test scores. Specific entrance examinations are required of those students who have not taken these examinations.

## Notice To All Applicants

Columbia requires 120 points of academic credit for the baccalaureate degree, of which 60 points must be liberal arts studies. All students must take 45 points in residence at Columbia, including 30 points at the School of Nursing.

Students submitting CEEB Advanced Placement Tests resulting in scores of 4 or 5 may be given credit pending faculty approval.

Transfer applicants should request that Pass/Fail grades in required courses be converted to letter or numerical grades on their transcripts.

Applicants who wish advice regarding their course of study should contact the School of Nursing at the earliest possible date.

## Admission Procedures

An applicant for admission must apply on a form supplied by the School of Nursing. The completed form must be accompanied by the application fee: a check or money order for \$20 made payable to Columbia University. This fee helps to cover the cost of processing the application; it is therefore not refundable, nor is it credited toward tuition. *Incomplete applications and those received without the required application fee will not be processed.*

Applicants are responsible for the submission of all required admission materials and for arranging interviews. Therefore, it is strongly recommended that applicants call the Office of Admissions approximately four weeks after mailing the application to confirm the receipt of materials and to request an interview date.



## Application Deadlines: Freshmen and Graduate Nurses

Applications for admission should be filed by February 1. All admission materials should be on file by March 1. Late applicants will be considered *only* if openings remain available.

## Junior Transfers and College Graduates

Applications for admission should be on file by January 1. All admission materials must be completed by February 1. Late applicants will be considered for placement on the waiting list.

## Interviews

All applicants are urged to visit the campus for a personal interview. Requests for interview appointments should be made by telephone or in writing to the Office of Admissions not later than January 1.

## Admissions Decisions

The Admissions Committee prepares decisions to be mailed to applicants the last week in February. Thereafter, decisions are made on a rolling admissions basis.

Inquiries for further information and requests for application forms should be addressed to the Director of Admissions, School of Nursing, Columbia University, 179 Fort Washington Avenue, New York, N.Y. 10032.

# Key to Course Listings

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In the listings of Courses of Instruction for the Baccalaureate and Master's Programs, each course number consists of a capital letter followed by four digits and the term designation.

*The capital letter indicates the University faculty or division offering the course:*

- M Faculty of Medicine
- P School of Public Health
- T School of Social Work

*The first digit indicates the level of the course, as follows:*

- 1 Undergraduate course, introductory
- 2 Undergraduate course, intermediate
- 3 Undergraduate course, advanced
- 4 Graduate lecture course, open only to master's degree candidates
- 6 Graduate lecture course, open only to master's degree candidates
- 8 Graduate field work, clinical practice, and case seminars, open only to master's degree candidates

Two consecutive numbers which are joined with a hyphen indicate a course which runs through both terms (e.g., *Nursing M2001x-M2002y*). The first half is prerequisite to the second half unless the course description says otherwise.

## Term Designations: x, y, and s

An x following the course number indicates that the course meets in the autumn term; a y indicates the spring term; an s indicates the summer term.

## Points of Course Credit

The number of points of credit that a course carries *each term* is given in boldface type in the right margin of the course-title line.

# Courses of Instruction

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The University reserves the right to withdraw or modify the courses of instruction as may be necessary.

## **Orientation for freshman students. 0 pts**

Freshman Orientation includes the freshmen admitted to the School of Nursing, to Columbia College, to the School of Engineering and Applied Science, and to Barnard College. It precedes registration and the beginning of classes. Resident and nonresident students live on campus during this period. Each student has the opportunity to meet upperclassmen and members of the faculty and administration, to learn about the facilities of the University, and the resources of New York City. Upperclassmen in the School of Nursing introduce the new nursing students to the Health Sciences campus and acquaint them with the facilities of the School.

## **Orientation for junior students. 0 pts**

Orientation acquaints the student with the academic program and facilities of the School and with the community. The program is carefully developed in cooperation with the Student Association, which assumes an active role in introducing the new student to community and professional life.

## Biological Sciences

### **Health Professions M4108x and y. Anatomy and physiology. 4 pts**

The instructor's permission is required for students not enrolled in the School of Nursing. An autotutorial course in the anatomy and physiology of the normal human body. The relationship of structure and function to homeostasis. Material covered from the molecular to the systematic level.

### **Nursing M2101x-M2102y and M2101y. Deviations from health, I and II. 3 pts**

Either term may be taken separately. Intensive study of pathological interruptions that can occur in any biological system and the biobehavioral reactions to such interruptions.

## Behavioral Sciences

### **Health Professions M4220x. Normal human growth and development. 3 pts**

Individual development from conception to death, with exploration of the context of each life stage, its opportunities, problems, and emotions. Attention to interrelationship of individual development with significant evolving institutions, such as the family and the culture. The course is presented as a sequence of weekly units. Each unit includes field placement experiences, readings, use of videotapes, and seminar time. Students may choose those learning experiences which best help them to master the objectives of the course.

## Nursing

### **Nursing M1201x-M1202y. Community health, I and II. 3 pts**

Either term may be taken separately. Open to all degree candidates. Emphasis is placed on health promotion and the prevention of physiological and psychological deviations from health. M1201: examination of principles of health and factors which influence health in a community. Clarification of the roles of health team members and analysis of the structures of social agencies. Development of beginning skills and methods of working with communities, families, and individuals. Examination of forces influencing the delivery of health care. M1202: emphasis on the application of the epidemiological approach to health assessment. Opportunities are provided for students to identify and participate in meeting the health maintenance needs of individuals. Students are enabled to recognize areas where intervention is needed.

**Nursing M1301x-M1302y and M1302x. Family health, I and II.****3 pts**

Either term may be taken separately.

In a systematic approach to the delivery of total health care, the course considers those aspects relating to health maintenance and prevention of illness, wellness and ways of sustaining that status. Attention is focused on the health needs of individuals within a family context and its immediate community environment. Lectures, discussions, seminars, autotutorial laboratory study, and clinical laboratory experiences.

**Nursing M1260x. Concepts of community and family health.****4 pts**

Using general systems theory approach, the nurse's role in assessing health needs of individual, families, and communities is discussed. The nursing process is presented as a tool to help the learner organize and understand his/her nursing behaviors.

**Nursing M1261x. Community and family health laboratory.****1 pt**

A nursing laboratory emphasizing the acquisition of beginning assessment skills.

**\*Nursing M1321x. Health promotion in the family, I****3 pts**

Prerequisite or corequisite: *Nursing M1260 and M1261.*

The development of skills in assessing health status and health needs of individuals, emphasizing the role of nursing in the promotion of health and prevention of illness within a family system. The health status of the adult is a continuing theme. Health promotion I: Detailed assessment of the woman during the experience of childbearing and the newborn infant.

**\*Nursing M1322x. Health promotion in the family, II****3 pts**

Prerequisite or corequisite: *Nursing M1260, M1261 and M1321.*

Continuation of *Nursing M1321*. Health promotion II: Assessment of the growing child.

**Nursing M2001x-M2002y and M2001y-M2002x. Determinants of nursing care, I and II.****3 pts**

Theories and concepts which determine the nursing process for ill people. A teaching team from various nursing specialties provides an integrated approach to nursing content. *M2001*: focuses on nursing process related to client responses to the concepts of stress of a new environment, immobility, loss, and protection. Provides foundation for *M2002*. *M2002*: elaborates concepts of *M2001* and focuses on nursing process related to acute and ongoing stress.

**Nursing M2901x-M2902y and M2901y-M2902x. Clinical experience, I and II.****4 pts**

Clinical study and analysis of the determinants of nursing care with selected clients. Paradigms of clinical practice enable the student to develop expertise in the application of the nursing process to situations of individual illness, with a variety of outcomes and experiences across age groups and clinical settings. Close relationships with clinical preceptors, the use of self-instructional materials, and college and clinical laboratory experiences allow the student to develop expertise within the framework of individual abilities.

**Nursing M2003x-M2004y and M2003y-M2004x. Nursing care of individuals in illness, I and II.****2 pts**

Seminar to analyze, synthesize, and evaluate knowledge and experiences gained in *Nursing M2101-M2102—Deviations from health, I and II*; *Nursing M2001-M2002—Determinants of nursing care, I and II*; and *Nursing M2901-M2902—Clinical experience, I and II*. To facilitate integration of the concepts, students from different clinical areas are assigned to each seminar. Faculty members in each are representative of at least two clinical areas.

**Nursing M3051x-M3052y. Management of patient care, I and II.****3 pts**

Focus on the problems and goals of patient care management systems. Emphasis on designing models of organization and distribution of nursing care which lend themselves to research and evaluation. Approaches to developing leadership and change agent roles are explored.

\*Nursing M1321 and M1322 are designed to be taken in sequence during the autumn term.

**Nursing M3001x-M3002y. Professionalization seminar, I and II.****2 pts**

Designed to further facilitate transition from the student role to that of a beginning professional practitioner. Emphasis on the history, issues, and trends of the profession, and their interrelatedness with sociocultural forces affecting the quality and delivery of health care. The learner is expected to formulate a personal philosophy and to determine his or her commitment to the nursing profession.

**Nursing M3901x-M3902y and M3901y. Advanced nursing practice, I and II. 4 pts**

The course provides practice experience in an area of concentration over an extended period of time. Faculty members guide the student in the selection and serve as preceptors and consultants. This experience provides the student with an opportunity to synthesize previously learned knowledge and skills, and to add to his or her competency as a skilled beginning practitioner.



# Summary of the Programs

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## For Students Entering as Freshmen

### Freshman Year

#### Autumn and Spring Terms

*Points per term*

Biology	4-5
English (one term)	3
Sociology	3
Elective	3-4
Nursing: Community health, I and II	3

### Sophomore Year

#### Autumn and Spring Terms

*Points per term*

Chemistry	4-5
Psychology (one term)	3
Elective	3-4
Health professions: Human growth and development (one term)	3
Health professions: Anatomy and physiology (one term)	4
Nursing: Family health, I and II	3

### Junior Year

#### Autumn and Spring Terms

*Points per term*

Elective	3-4
Nursing: Deviations from health, I and II	3
Nursing: Determinants of nursing care, I and II	3
Nursing: Nursing care of individuals in illness, I and II	2
Nursing: Clinical experience, I and II	4

### Senior Year

#### Autumn and Spring Terms

*Points per term*

Elective	3-4
Elective	3-4
Nursing: Management of patient care, I and II	3
Nursing: Experience electives, I and II	4
Nursing: Professionalization seminar, I and II	2

## For Students Entering as Juniors

### Junior Year

#### Autumn Term

*Points per term*

Anatomy and physiology *	4
Concepts of community and family health	4
Community and family health laboratory	1
Health promotion in the family, I	3
Health promotion in the family, II	3
Human growth and development	3

#### Spring Term

*Points per term*

Deviations from health, I and II	6
Determinants of nursing care, I	3
Nursing care of individuals in illness, I	2
Clinical experience, I	4

### Senior Year

#### Autumn Term

*Points per term*

Determinants of nursing care, II	3
Nursing care of individuals in illness, II	2
Clinical experience, II	4
Professionalization seminar, I	2
Management of patient care, I	3
Elective (optional)	

#### Spring Term

*Points per term*

Professionalization seminar, II	2
Management of patient care, II	3
Experience electives, I and II	8
Elective (optional)	

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\*May be offered in the summer term, 1978.



# Master's Programs in Clinical Nursing

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The Graduate Programs

Admission

Programs of Study

Courses of Instruction





# The Graduate Programs

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Programs leading to the Master of Science degree prepare qualified professional nurses to function as clinical specialists. Several fields of study are available.

The combined resources of the University, including the Graduate School of Arts and Sciences, the School of Social Work, Teachers College, and the Faculty of Medicine, afford the student in the School of Nursing a rich educational opportunity in faculty and course offerings as well as a student body with diverse interests. The patient-care services of the Presbyterian Hospital on the health sciences campus, St. Luke's Hospital Center and Roosevelt Hospital (University affiliates), Harlem Hospital, the New York State Psychiatric Institute, and other hospitals and health services in the community provide unparalleled clinical practice settings.

Preparation emphasizes the attainment of intensive knowledge and competence in the student's chosen clinical field. Preparation also stresses the incorporation into practice of the concepts underlying the teaching, supervisory, and consultant roles inherent in functioning as the clinical specialist or teacher-practitioner.

Beginning in September 1977, all graduate programs in the School of Nursing will be four terms in length. The clinical major in maternity nursing-nurse midwifery will use the summer term between the first and second years as one of the four terms for advanced clinical work. All other clinical majors will follow the two-year academic calendar of two terms a year.

The clinical majors in the graduate programs are maternity (nurse-midwifery), psychiatric-community mental health (adult and child), and pediatrics (ambulatory). It is anticipated that adult, geriatric, and perinatal specialties will be added in the near future.

## Purpose of the Graduate Programs

The common purpose of these programs, consistent with the philosophy of the School of Nursing as stated in this bulletin, is:

- to provide opportunities for the student to obtain advanced knowledge and competence in a field of specialization, and to utilize this knowledge in developing a deeper understanding of complex human behavioral and social issues;
- to extend the student's professional competence as an independent practitioner and as a collaborative participant with other professionals in the decision-making aspect of therapeutic programs to deliver health care;
- to enrich and extend the dimensions of new knowledge and practice in interdisciplinary classroom, clinical, and community settings;
- to discover and/or enhance individual capability and creativity; and
- to utilize research findings and relevant methods of investigation in considering nursing problems.

# Admission to the Master's Programs

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## Requirements for Graduate Study

Applicants for graduate programs must fulfill the following requirements. They must:

1. Possess a bachelor's degree with a nursing major from a program accredited by the National League for Nursing.
2. Have successfully completed courses in public health nursing and psychiatric nursing including clinical experience.
3. Be licensed to practice nursing in the United States.
4. Have had one year of experience in clinical nursing (Obstetrical nursing, preferably intrapartum, is required for maternity nursing-nurse midwifery.) The one-year experience requirement is a minimum rather than a maximum requirement.
5. Have completed a course in statistics acceptable for graduate study.
6. Achieve a satisfactory score on the Miller Analogies Test, designed to measure scholastic aptitude for graduate study.
7. Applicants are contacted for a personal interviews as soon as all the required materials are on file. The Faculty hopes to have interviews completed by May 1.

The graduate programs admit students in September only. Acceptance of a student for admission is based on individual evaluation of character, health, past experience, and potential for graduate study, as well as on the fulfillment of academic requirements. The student should have a definite intention to continue in professional work upon completion of the degree.

Individual consideration is given to foreign students and those applicants who do not entirely meet specific requirements for admission.

## Admission Procedures

Applicants must complete an application form supplied by the Office of Admissions. An application fee of \$20 made payable to Columbia University is required. This fee is not refundable. It is desirable to file an application for admission a full year in advance of the time of entrance. *Applications for Maternity Nursing-Nurse Midwifery should be filed by January 1, and all required admissions materials should be completed by February 1.* Applications for the other graduate programs should be filed by March 1; required admissions materials by April 1. Late applicants will be considered only if openings remain available. The Graduate Admissions Committee will announce decisions in May.

The School offers financial assistance to qualified students through federal traineeships, scholarships, and loans. Such assistance will be considered for those who indicate need and will be based on available funds.

Inquiries for further information and requests for application forms should be addressed to the Director of Admissions, School of Nursing, Columbia University, 179 Fort Washington Avenue, New York, N.Y. 10032.

# Programs of Study

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## Maternity Nursing

### Purpose

The purpose of this program is to prepare a maternity clinical nursing specialist who functions as a nurse-midwife as defined by the American College of Nurse-Midwives.

The program of study is designed to provide the student with continuous opportunity to relate and integrate theoretical knowledge with clinical practice by assuming, under tutorial guidance, responsibility for the complete care of mother and baby throughout the maternity cycle. We believe that this responsibility for application of theoretical knowledge to the realities of clinical practice stimulates the motivating forces of learning, making it a dynamic process within the student which is self-perpetuating and reaches far beyond the time spent within the walls of the University.

The curriculum is designed for mastery learning; that is, the faculty have defined in behavioral terms the minimum performance level in both content and clinical areas that each student must master. The 26 points in clinical specialization are structured into self-contained units of instruction (modules) that promote self-directed learning, provide flexibility in approaching individual clinical management situations and learning patterns, and allow the learner to build upon his or her prior knowledge and clinical expertise.

### Objectives

A graduate of the Columbia University graduate program in maternity nursing-nurse-midwifery will be able to:

1. Manage the care of essentially uncomplicated women and newborns throughout the childbearing cycle.
2. Recognize and utilize the concepts of research as applied to nursing and nurse-midwifery.
3. Develop strategies by which nurses can affect the delivery of health care services through knowledge of the functioning of health care systems.
4. Utilize knowledge of historical and current professional issues to develop role identity and contribute to the growth of the professions of nursing and nurse-midwifery.

### Program

The four-term program leads to a Master of Science degree in maternity nursing-nurse midwifery from Columbia University. The program is planned around preparation in the clinical specialty and is based on a concept of comprehensive maternity care, centered on the family in a community setting. The complete service has among its goals consideration of the needs and desires of the people being served as well as the reduction of maternal and infant mortality and the maintenance of scientific and technical standards of care. It includes the education, emotional support, and guidance of expectant parents, skilled attendance and emotional support throughout labor and the management of the delivery, and the integration of maternity care with good family living.

Since graduates in this clinical specialty often assume positions of leadership, their preparation must include the development of skills and the teaching of basic principles needed for the improvement of care through research, education, and group action. These skills include the

ability to teach and to evaluate educational programs for parents and for in-service programs, as well as to plan, develop, and evaluate maternity care programs and to integrate them with the activities of general health and welfare services.

A minimum of 26 points is required in the clinical major courses of nurse-midwifery, including field experience. This experience is obtained in the Obstetrical and Gynecological Service of Presbyterian Hospital, including a special midwifery clinic, and in other agencies, including the Harlem Hospital Center; Roosevelt Hospital; Maternal Health Services of Northeastern Pennsylvania/Mercy Hospital, Wilkes-Barre, Pennsylvania; Atlantic City Hospital, and State University Hospital, Brooklyn, New York.

In order to meet the requirements for the degree, each student must complete a minimum of 55 points. These total points include a minimum of 26 points in the clinical major, 17 points in core courses, and 12 points in electives.

Since students come to the program with widely varied preparation and experience, and with different interests and aims, every effort is made to help them select additional courses which will meet individual needs and to provide as much flexibility as possible. Many of the courses offered by the School of Public Health as well as courses offered by other schools in the University are available to students in this program. Students graduating from this program are eligible to take the National Certification Examination in nurse-midwifery offered by the American College of Nurse-Midwives.

The maternity program requires that the students take their four terms of graduate work in succession. The eight-week summer session is necessary for optimal utilization of clinical facilities that provide the learning experiences needed for the practice of nurse-midwifery. It is anticipated that the majority of students will complete the requirements for graduation in sixteen months.

A variety of established nurse-midwifery services provide the opportunity for clinical practice under tutorial guidance. In addition to the service at the Presbyterian Hospital other services include Harlem Hospital Center and Roosevelt Hospital. Harlem Hospital Center is a large city hospital associated with the Columbia-Presbyterian Medical Center. A nurse-midwifery service functions as part of routine patient care at Harlem Hospital, where between two and three thousand deliveries are conducted each year. Roosevelt Hospital is a 600-bed voluntary hospital, affiliated with Columbia University, which has an ongoing residency program and medical and nursing school affiliations. There are five full-time nurse-midwives on the staff.

## **Pediatric Nursing (Ambulatory Care)**

### **Purpose**

The program is designed to prepare a qualified nurse to function as a clinical specialist in the delivery of primary health care to infants, children, and adolescents in a variety of community settings: hospitals, offices, schools, homes, day-care programs, and chronic care facilities.

The program prepares the student to be a health care provider: to assess the physical, emotional, and developmental status of the child; analyze the health behavior of the family related to culture, life styles, and family interactions; restore or improve health; and to critically evaluate the effectiveness of nursing practice.

The purpose of the program is to prepare a pediatric nurse practitioner with the nursing knowledge and skills necessary for the expanded nursing role. The expanded role demands excellence in nursing and a willingness to be an active participant in decision making at the patient-family level and as a member of the health care team as it affects individuals and community planning. The required core courses and the major track prepare the student for the practitioner role. The elective courses contribute to the student's decision making as she/he chooses courses in teaching or administration or an elective in a sub-specialty in clinical nursing.



## Objectives

A graduate of the program will be able to:

- assess and evaluate the health status of children to determine and maintain an optimum level of health and to initiate measures to promote health and prevent illness and disability.
- manage the health status of children by determining necessary therapeutic services and by providing basic health care during acute and chronic phases of illness
- assess the impact of illness and life experiences on children and families during various phases of development and provide guidance, counseling, and teaching
- function collaboratively as a member of the health team and make referrals to other health care providers and community resources when appropriate
- apply knowledge of the principles of administration and/or consultation
- analyze the health care delivery system within the community and the pertinent issues related to health care and nursing
- understand and utilize concepts of research as applied to nursing.

## Program

The program consists of four terms and leads to a Master of Science degree in nursing. The student must take a minimum of fifty-five (55) points to meet the requirements for the degree, distributed as follows: twenty-two (22) in the major, nineteen (19) in the core curriculum, and fourteen (14) as electives. Upon graduation from the program the student is eligible to take the Pediatric Nurse Practitioner Certification Examination.

The major track moves along a developmental-health-illness continuum. During the first term the emphasis is on the healthy infant, in the second term on the well child and adolescent. Theory and concurrent practice provide the student with a rich framework.

In the third term the student focuses on children with minor illnesses and in the fourth term either continues as a generalist or chooses a sub-specialty within the specialty in adolescence, long-term care, or school health. Throughout the four terms the offerings of the major are augmented by courses of the core curriculum in developmental theory, research, assessment, and nursing issues.

The student is encouraged to explore the many offerings of the University and select electives given in other divisions such as the Graduate School of Arts and Sciences and the School of Public Health.

## Psychiatric-Community Mental Health Nursing, Adult/Child

### Purpose

The program prepares qualified professional nurses to assume increasing responsibility for meeting the health needs of people in hospital and community settings.

When psychiatric nursing care extends from the institution into the community, the psychiatric nurse is expected to (1) design and provide continuity of care for patients in varied settings; (2) correlate and coordinate mental health services; (3) guide and instruct others in psychiatric and mental health nursing care; and (4) serve as liaison among various disciplines, the patient, the family, and the community.



## Objectives

Learning experiences are selected which enable the student:

- to have increasing responsibility for assessment and therapeutic interventions with clients presenting behavioral problems and/or psychiatric syndromes;
- to function with groups as observer-recorder, participant, and group team leader in client-centered therapeutic group activities with families, consumers, and clients;
- to have a continuity of relationship in the treatment process with the client and/or family and with the professional staff in community health through participation in an independent and/or a collaborative relationship between the health delivery systems in the community;
- to be engaged in preventive treatment services as well as those generally considered therapeutic and rehabilitative;
- to investigate clinical nursing practice utilizing the research model, method, and findings.

## Program

The program provides two tracks, adult and child, each requiring a minimum of 55 points to be taken over two academic years (four terms): 27 points in the clinical major, 19 points in core courses, and 9 in electives.

The graduate program includes courses both in developmental theory and in advanced psychiatric and community mental health nursing theory and practice. In addition, courses in anthropology, sociology, and community organization may be taken in various divisions of the University, including the Graduate School of Arts and Sciences and the Schools of Social Work and Public Health. Concurrent clinical experiences in community psychiatric and mental health services are provided to develop skills basic to planning for patient and community needs.

Additionally, the track to prepare the clinical nursing specialist in child psychiatry includes knowledge basic to the care of the emotionally disturbed, physically ill, and/or socially abused child. Concurrent clinical experiences in community psychiatric and mental health services, as well as in special settings, including those in children's hospitals and clinics, are provided to develop skills basic to planning for patient and community needs.

## Projected Clinical Majors

Masters degree programs preparing specialist practitioners in pediatric nursing (perinatal care), adult health nursing (ambulatory care), and geriatric nursing will be offered in the near future.

# Courses of Instruction

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The University reserves the right to withdraw or modify the courses of instruction or to change the instructors as may be necessary.

See the Key to Course Listings on page 34.

## Core Courses

**Nursing M6220x and y. Physical and psychological assessment. 2 pts**  
**Professors Beebe and Jackson and Ms. Light and staff.**

Prerequisite: the instructor's permission.

Designed to prepare the student to take a complete health and developmental history, perform a systematic physical examination, recognize physical and psychological health and developmental problems, and record findings using the problem-oriented modular record. Lectures, modules, audiovisuals, and supervised laboratory experiences.

**Nursing M6020x and y. Research methodology 3 pts**

Introduction to principles and techniques of behavioral science research in nursing; problem recognition; and conceptualization, design, sampling, data collection, processing, and analysis. Modules and seminars.

**Nursing M6030x and y. Research seminar, I. 2 pts**  
**The staff.**

Critical analysis of research reports and development of design for independent research study.

**Nursing M6031x and y. Research seminar, II. 2 pts**

Discussion and completion of the student's clinical research study.

**Nursing M6040x and y. Strategies in nursing practice. 2 pts**

Discussion of change theory, systems theory, and administrative concepts as applied to practice as a clinical nursing specialist.

**Nursing M6520x. Developmental processes, I. 3 pts**  
**Professor Jaffe and staff.**

Conceptual overview of evolution of developmental tasks of individual with a social system. Early childhood and parenthood within the family system, and the tasks of late childhood and adolescence with the family in relation to the larger social system.

**Nursing M6521y. Developmental processes, II. 3 pts**  
**Professor Jaffe and staff.**

Developmental tasks of adulthood, middle age, and older age, including those connected with establishing a family, career, pregnancy, aging parents, retirement, and death.

**Public Health P8521x and y. Nursing and the health care scene. 3 pts**  
**Professor Kelly.**

Prerequisite: the instructor's permission.

The implications of educational preparation for nursing practice, quality of care issues including law, ethics, peer review, consumer advocacy, and components of nurse power.

## Maternity Nursing-Nurse Midwifery

**Nursing M6462x, y, and s. Health assessment of adult female. 2 pts**  
**Professor Beebe and staff.**

In-depth anatomy and physiology of the reproductive system with application to complete physical and pelvic assessment of the adult female. Includes components of communication theory as applied to complete history-taking, interpretation of laboratory values, and human sexuality.

**Nursing M8472x, y, and s. Antepartum normal.** **5 pts**

**Professor Beebe and Ms. Laug.**

Prerequisite: *Nursing M6462—Health assessment of adult female.*

The physiological, social, and emotional components of antepartum care. Embryology and fetology, genetics, communication theory, principles of preparation of families for childbearing, and community aspects of maternal, newborn, and family health services. Practice includes nurse-midwifery management of care of normal maternity patient.

**Nursing M8473x, y, and s. Intrapartum normal/early postpartum** **5 pts**

**Professor Beebe and staff.**

Prerequisite: *Nursing M6462—Health assessment of adult female.*

Nurse-midwifery management of the care of the normal intrapartum woman. Content includes anatomy and physiology relevant to care of intrapartum and early postpartum patient, review of labor support and physical needs, theory of neonatal adaptation of extrauterine life, resuscitation, and management of normal labor, delivery, and immediate postpartum care of mother and newborn.

**Nursing M8474x, y, and s. Interconceptional care.** **3 pts**

**Ms. Duperret and staff.**

Prerequisite: *Nursing M6462—Health assessment of adult female.*

Theory and practice related to nurse-midwifery management of interconceptional care. Anatomy and physiology relative to postpartum woman, endocrinology, current contraceptive methods including indications and contraindications for use, knowledge of demography, and theory of minor gynecological variations and common problems.

**Nursing M6465x, y, and s. Neonatology.** **3 pts**

**Ms. Duperret and staff.**

Anatomy and physiology of normal newborn, and principles of management of care in hospital. Education and counseling of new parents, physical assessment of newborn, and emergency resuscitation procedures. Common newborn variations and problems.

**Nursing M6464x, y, and s. Parent education.** **2 pts**

**Ms. Duperret.**

Principles of teaching and learning applied to preparation for child bearing. Development of parent classes and supervised teaching experiences included.

**Nursing M8475x, y, and s. Integration of nurse-midwifery practice.** **5 pts**

**The staff.**

Prerequisite: all other clinical major courses except *Nursing M6466.*

Intensive integration of theory and clinical practice in the nurse-midwifery management of medically and obstetrically uncomplicated women and newborns throughout the childbearing cycle. Clinical practice in all areas, teaching rounds, case presentations, and seminars with professional colleagues.

**Nursing M6466x and s. Medical and obstetrical complications of childbearing.**

**Professor Beebe and staff.**

**3 pts**

Theory and rationale for medical management of the care of patient with complications of pregnancy, labor and delivery, and postpartum periods. Practice includes provision of expert nursing care for these women as well as identification of high risk patient through history taking, laboratory findings, and physical examination. Principles of management of emergencies. The interdisciplinary health team approach is utilized.

## Pediatric Nursing (Ambulatory Care)

**Nursing M6610x. Physical and psychological assessment of the normal child.**

**Professor Jackson and Drs. Driscoll and Bemporad.**

**2 pts**

Prerequisite: the instructor's permission.

Designed to prepare the student to take a complete health and developmental history of the normal child, perform a systematic physical examination, recognize physical and psychological health and developmental problems, and record findings using the problem-oriented modular record. Lectures, modules, audiovisual presentations, and supervised laboratory experiences.

**Nursing M6120y. Pathophysiology.****3 pts**

Homeostatic regulatory mechanisms and compensatory mechanisms to altered physiologic equilibrium.

**Nursing M6620x. Health maintenance of the infant.****3 pts**

**Professor Jackson and Dr. Y. Driscoll.**

Open to students in other major areas in nursing.

Theory and concurrent nursing practice focused on the primary health care of infants through the first year. In the maternity setting and well child clinics students provide support, counseling, and health education to parents and health care to infants. Students assess the health status, growth, development, and behavior of infants, as well as parents' responsiveness and child rearing styles. Counseling is individualized to assist parents to enjoy parenthood and learn about infant behavior. Conferences and classes on health problems provide parents with information to help them make decisions when their infants are ill or exhibit behavior changes. Lecture, seminar, audiovisual techniques, precepted laboratory experiences.

**Nursing M6630y. Diagnosis and management of problems of children****6 pts**

**Professor Jackson and Dr. Y. Driscoll.**

An expansion of knowledge of primary health care to children from one year through adolescence and an opportunity to utilize newly acquired skills and knowledge. Daily conferences and information on issues of pediatric ambulatory care. Interdisciplinary conferences assist in role clarification and set the stage for appropriate referrals and collegial relationships. Students assess children for health status, behavior patterns, growth, and development and assist parents by providing information and counseling and encouraging them in decision-making. Teaching health classes to school children provides practitioner students the opportunity to meet children's needs as health consumers. Settings for practice include well child clinics, nursery, elementary, and high schools, outreach community programs, and adolescent clinics. Students continue to provide health care to infants selected during the first term and add patients to their caseloads. Lecture, seminar, audiovisual techniques, precepted laboratory experiences.

**Nursing M8670x. Diagnosis and management of illness.****6 pts**

**Professor Jackson and Dr. Y. Driscoll. Not given in 1977-1978; to be given in 1978-1979.**

Provision of primary health care to children with common episodic illnesses. The course and management of selected illnesses of children and practice in recognizing and managing problems in the clinical setting. Working within the protocols set by the institution and under the supervision of preceptors, students acquire skill in making decisions, providing care, and making judicious referrals to physicians or other health care providers. Students provide for continuity of care when patients require the services of consultants. Clinical settings include ambulatory care clinics and community family centers. Lecture, seminar, audiovisual techniques, precepted laboratory experiences.

**Nursing M8690y. Individualized study in pediatric primary care.****4 to 8 pts**

**Professor Jackson and Dr. Y. Driscoll. Not given in 1977-1978; to be given in 1978-1979.**

A specific area of interest is selected within the pediatric primary care specialty. With the guidance of a preceptor, intensive study is combined with clinical practice in a variety of settings. Required: outline of proposed work before registration and final written report. Areas of study and practice might include primary care of children in adolescent and youth clinics, public and private health maintenance organizations, nursery schools, after-school programs in neighborhood community centers. Clinical practice, case presentations, teaching rounds, and colloquia.

## Psychiatric-Community Mental Health Nursing

### Common Courses

**Nursing M8588x. Theory of group development.****1 pt**

**Professor Lennon. 2 hours a week.**

Weekly seminar discussion of assigned readings and classroom learning. Emphasis on concepts of group formation, problem resolution, and termination, and exploration in depth of concepts of leadership, membership, and responsibility.



**Nursing M8592x-M8593y. Clinical practice and supervision with groups, I and II**  
**The staff 2 pts**

Prerequisite: the instructor's permission.

The student participates as a leader or co-leader in a goal-oriented group. Clinical supervision focuses on the dynamic nature of group development. Reading and written assignments and group discussion.

**Nursing M6585x and y. Theory of community mental health nursing. 2 pts**  
**Professor Lennon. 2 hours a week.**

Prerequisite: *Nursing M6582—Evaluation and intervention in psychiatric illness*, and the instructor's permission.

Basic concepts and development of community mental health. The functional roles of the clinical specialist in community mental health.

**Nursing M8560y. Introduction to family therapy. 3 pts**  
**Ms. Light**

Theoretical concepts and clinical practice of family therapy. Seminar discussions on family structure, family functions, and individual roles within the family system. Each student is also assigned a family for (a) physical and psychological assessment, (b) identification of family strengths and limitations, and (c) assisting the family with problem resolution. Clinical supervision provided by faculty members. Required written assignments demonstrating ability to synthesize theoretical understanding and clinical application of that learning.

**Adult**

**Nursing M6562y. Psychological assessment of adults. 2 pts**

Interviewing and psychological assessment of adults to ascertain the level of psychological functioning. Techniques and methodology presented. Seminar includes demonstrations and clinical assignment to insure student participation.

**Nursing M6582y. Evaluation and intervention in psychiatric illness. 2 pts**  
**Dr. Goldberg and staff. 2 hours a week.**

Prerequisite: the instructor's permission.

Seminar focusing on understanding of anxiety depression, borderline syndrome, schizophrenia, neurosis, and organic mental syndrome. Psychiatric assessment and psychotherapeutic interventions taught through readings, discussion, and tapes.

**Nursing M6584y. Psychobiology of behavior. 2 pts**  
**Dr. Goldberg and staff. Not given in 1977-1978.**

Prerequisite: *Nursing M6582—Evaluation and intervention in psychiatric illness*.

Neurochemical, genetic, and psychodynamic bases of psychopathology. Psychopharmacological and psychotherapeutic treatment of mental illness. Readings, seminars, discussion.

**Nursing M8590x-M8591y. Clinical practice and supervision with individuals, I and II. 2 pts**  
**The staff.**

Prerequisite: the instructor's permission.

Each student is given an opportunity to work with one or more individuals or families, and is responsible for assessing and working with the physical, psychological, and social aspects of the clinical case under nursing supervision. Readings, clinical practice, and supervision.

**Nursing M6594y. Concepts of psychiatric nursing. 2 pts**  
**The staff. 2 hours a week.**

Prerequisite: the instructor's permission.

Through weekly reading assignments and seminar discussions, the student is introduced to various models of systematic inquiry drawn from nursing, psychiatry, and other related behavioral and social sciences inherent in clinical nursing practice. Concepts investigated in depth as well as synthesized to formulate an integrated analysis of nursing practice.



**Nursing M8595y. Clinical practice in institutions. 4 pts****The staff. Not given in 1977-1978.**

Prerequisite: the instructor's permission.

Students participate as active members of a multidisciplinary team in a psychiatric in-patient setting with groups and individuals. Readings and written assignments focus on understanding the systems and organization.

**Child (Liaison)****Nursing M6570x. Concepts in child psychiatric nursing 3 pts**  
**Ms. Light.**

Weekly seminar discussions of conceptual materials relevant to the understanding of those theories of practice in child psychiatric nursing. Consideration of separation, individuation, regression, guilt, body image, identity, immobilization, and aggression. Discussion, readings and written assignments are geared to stimulate participants to develop intelligent justification for clinical judgment and action. Weekly observation in a normal child school.

**Nursing M6572x. Psychological assessment of children 2 pts**  
**Dr. Bemporad and staff.**

Interviewing and psychological assessment of children to ascertain healthy coping mechanisms or developmental problems of children. Seminar to include interview demonstrations; student participation in interviews required.

**Nursing M8620y. Clinical practice with children and families under stress. 2 pts**  
**Mses. Buschman, Light, and Parker.**

A practicum designed to provide students with exposure to children and adolescents stressed by acute, chronic, or life-threatening disease and by congenital deformities. The experience gives students opportunity to work with these young patients and their families and to appreciate the effects of such stress upon growth, development, family and social functioning. Collaboration with professionals within the context of the pediatric out-patient department and community agencies is encouraged. Home visiting to be arranged where appropriate.

**Nursing M6575y. Evaluation and intervention in child psychopathology. 2 pts**  
**Dr. Bemporad and staff.**

Seminar focusing on understanding autism, schizophrenia, neurosis, and organic mental syndrome. Psychotherapeutic intervention taught through readings, discussion, and audiovisual tape.

**Nursing M6578x. Treatment modalities for disturbed and distressed children. 3 pts**  
**The staff.**

Eclectic study of modalities currently useful in treatment of children. Includes psychotherapies, creative arts, mutual story telling techniques, psychopharmacology, behavior modifications, milieu childrens groups. Readings, lectures, audiovisual presentations.

**Nursing M8564y. Independent study in residential treatment. 2 pts**  
**The staff.**

Field placement designed to provide experience with children requiring residential treatment. One aspect of residential treatment as it relates to a child's larger system is explored by the student

**Nursing M8340x. Advanced practice with children and families, I. 3 pts**  
**The staff.**

Practicum with distressed/disturbed children and families in hospital liaison and community mental health. Liaison skills developed within the institutional setting. Treatment with selected children and families, interdisciplinary collaboration, observation of administrative process in delivery of services in both practice areas. Weekly clinical supervision and selected readings.

**Nursing M8341y. Advanced practice with children and families, II. 2 pts**  
**The staff.**

Continuation of field placement with the development of a special treatment focus by the student, e.g., a children's activity group, parent group, advocacy for a client or group of clients, etc. Weekly clinical supervision and selected readings.

**Nursing M8350y. Clinical case seminar: children and families under stress. 2 pts**

Weekly presentation of theories of stress, child and family adaptations to stress, and nursing interventions. Student case presentations, assigned readings, audiovisual methods.

## Supporting Courses

**Public Health P6100. Introduction to vital statistics.**

**2 lecture and 2 laboratory hours a week.**

**1½ points.**

**Autumn term (quarter 1).**

Mass data of the health fields: the content of vital statistics; methods of collection, tabulating and graphing data; elementary methods of analyzing some of the simpler types of data in terms of averages, percentages, and rates. Laboratory work is devoted to the practical application of the methods presented in the lectures.

**Public Health P6101. Introduction to the analysis of experimental data.**

**2 lecture and 2 laboratory hours a week.**

**1½ points**

**Autumn term (quarter 2).**

Summarization of experimental data by means of percentages, averages, and measures of variation; methods for evaluating chance variation as applied to percentages and averages; introduction to the general concept of correlation. Laboratory work is devoted to the practical application of the methods presented in the lectures.

**Teachers College TJ3700x. Statistical methods I.**

**4 pts**

**Sec 1: MW 1-2:30; Sec 2: TuTh 5:10-6:40; Sec 3: MW 5:10-6:40. Lab: hours to be arranged.**

Prerequisite: a passing score on an examination in arithmetic and elementary algebra, given before and during registration (practice and diagnostic materials available from the Statistics Office).

Laboratory fee: \$5.

Elementary statistical methods for those planning one or two terms of statistics. Measures of central position and variability; zero-order correlation; regression with one independent variable; use of the normal distribution; and simple sampling, estimation, and hypothesis-testing procedures. Laboratory devoted to applications in substantive areas of research.

**Teachers College TI3830x. Methods of empirical research, I.**

**3 pts**

**Sec 1: W 1-2:50; Sec 2: W 5:10-7.**

Prerequisite: *TJ3700* or the equivalent, and the instructor's permission.

Recommended preparation: *TP3500* or the equivalent.

An introduction to the methods of scientific inquiry, research planning, and techniques of making observations and analyzing and presenting data. Topics include methods of inquiry, the role of research in theory, formulating problems and hypotheses, sampling, measurement, and the design of empirical research. Students are given the opportunity to design research projects.

**Teachers College TI3831y. Methods of empirical research II.**

**3 pts**

**Sec 1: W 1-2:50; Sec 2: W 5:10-7.**

Prerequisite: *TI3830* or the equivalent, and the instructor's permission.

Provides an opportunity to plan and execute a modest research project and to study certain research methods and techniques in greater depth than in *TI3830*. These include design, sampling, direct observation, interviews and questionnaires, and scale construction. Time is provided in the course schedule for supervised work on the project.

**Elective courses.**

**3 to 6 pts**

**Autumn and spring terms.**

## Suggested Courses

**Teachers College TD3500x and y. Curriculum and instruction in higher education. 3 pts**

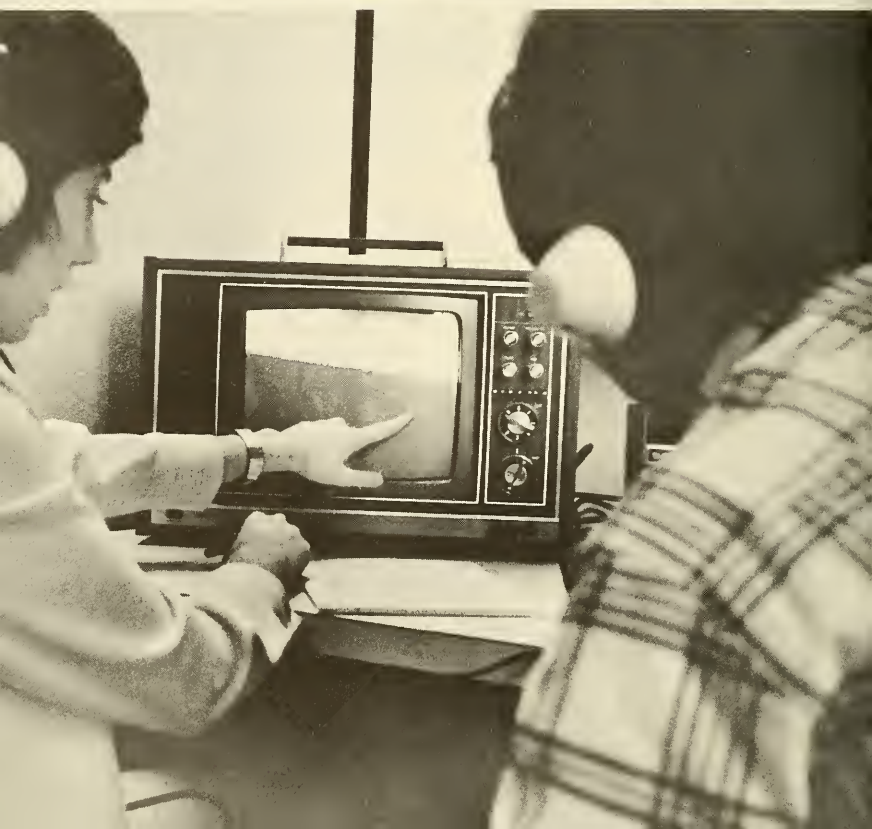
*TD3500x: M 5:10-7. TD3500y: W 1-2:50.*

Curricular and instructional trends and issues, the interrelationship of general and specialized education, and a variety of instructional practices. Internal and external factors influencing decisions of curriculum and instruction, and implications of such decisions for organization and administration of colleges and universities. An opportunity for students from various fields of specialization to work together in observing, appraising, and projecting programs of higher education.

**Teachers College TH3002x. Family and kinship in social and cultural context. Tu 1-2:50 3 pts**

Culture, class, and ethnic variations in family and kinship systems, with special attention to urban settings.

Other courses offered by the Graduate School of Arts and Sciences, the School of Public Health, or other graduate divisions may be selected by students with the approval of the faculty adviser. Students should consult the appropriate bulletins.



# Registration, Expenses, and Other Information

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# Registration, Expenses, and Other Information

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## Registration

Students must register in the Office of the Registrar, Room 1-138, Black Building, 630 West 168th Street, before they may attend classes. Registration consists of filling out forms and paying of fees.

All students will be asked to give Social Security numbers when registering in the University. Those who do not now have a number should obtain one from their local Social Security office well in advance of registration.

Students in the graduate programs are required to have proof of malpractice insurance and current nursing licensure upon entering the program.

For the autumn term 1977-1978, all students, graduate and undergraduate, register on September 6 and 7, 1977.

## Changes in Programs of Study

Once registered, a student may drop or add courses or change sections by filing a formal change-of-program application with the Registrar during the change-of-program period each term: September 12-16 for the autumn term, and January 26-February 1 for the spring term. All such changes must first be approved by the student's adviser.

Students may drop courses *after* the change-of-program period by following the same procedure; however, for individual courses dropped after the last day for change of program in each term, no adjustment of tuition will be made. Autumn-term courses may be dropped no later than November 11, spring-term courses no later than March 23. *Failure to attend classes or unofficial notification to the instructor does not constitute dropping a course and will result in a failing grade in the course.*

## Auditing Courses

Degree candidates in good standing who are enrolled for a full-time program in the current term may audit one or two courses (except during the summer term) in any division of the University without charge by filing a formal application in the Registrar's Office (Room 1-138, Black Building) during the change-of-program period. Applications require (a) the certification of the Registrar that the student is eligible to audit and (b) the approval of the dean of the school in which the courses are offered.

For obvious reasons, elementary language courses, laboratory courses, studio courses, applied music courses, and seminars are not open to auditors; other courses may be closed because of space limitations. In no case will an audited course appear on a student's record, nor is it possible to turn an audited course into a credit course by paying the fee after the fact. Courses previously taken for credit may not be audited.

## Regulations

According to University regulations, each person whose registration has been completed will be considered a student of the University during the term for which he or she is registered unless the student's connection with the University is officially severed by withdrawal or other-

wise. No student registered in any school or college of the University shall at the same time be registered in any other school or college, either of Columbia University or of any other institution, without the specific authorization of the dean or director of the school or college of the University in which he or she is first registered.

The privileges of the University are not available to any student until he or she has completed registration. Since, under the University statutes, payment of fees is part of registration, no student's registration is complete until his or her fees have been paid. A student who is not officially registered for a University course may not attend the course unless granted auditing privileges (see above). No student may register after the stated period unless he or she obtains the written consent of the appropriate dean or director.

The University reserves the right to withhold the privilege of registration or any other University privilege from any person with unpaid indebtedness to the University.

## Attendance and Length of Residence

Of the 120 points (units of academic credit) required for the baccalaureate degree, 45 must be taken in residence at Columbia, 30 of these at the School of Nursing. (The final 15 points must be taken in residence at Columbia.)

A student in good standing may, for special reasons, be granted a leave of absence by the Associate Dean. The length of the absence depends upon the particular courses the student is taking at the time of the leave and when these courses will be offered again, since all courses are not offered every term.

Regular class attendance is necessary for attainment of satisfactory performance in college work and is the responsibility of each student. Requirements for class attendance within any course are at the discretion of the faculty member responsible for the course. Attendance is always required on the first day of each course. Clinical commitments within courses are also required.

## Religious Holidays

It is the policy of the University to respect its members' observance of their major religious holidays. Officers of administration and of instruction responsible for the scheduling of required academic activities or essential services are expected to avoid conflict with such holidays as much as possible. Such activities include examinations, registration, and various deadlines that are a part of the academic calendar.

Where scheduling conflicts prove unavoidable, no student will be penalized for absence due to religious reasons, and alternative means will be sought for satisfying the academic requirements involved. If a suitable arrangement cannot be worked out between the student and the instructor involved, students and instructors should consult the appropriate dean or director. If an additional appeal is needed, it may be taken to the Provost.

Some of the major holidays occurring on weekdays during the current academic year are:

Tuesday, Wednesday, September 13, 14	Rosh Hashanah
Thursday, September 22	Yom Kippur
Tuesday, Wednesday, September 27, 28	First days of Succoth
Tuesday, Wednesday, October 4, 5	Concluding days of Succoth
Friday, March 24	Good Friday
Friday, April 28	Pesach

## Grades

The grading system is as follows:

A+ or A, excellent; A- or B+, good; B or B-, average; C+ or C, passing; C-, poor but passing; F, Failure.\*

Pass-Fail Grades: undergraduate students may elect the Pass-Fail grading option for up to 8 courses or a total of 28 points. All courses in the major must be taken for letter grades. Grades of P are not included in the grade-point average; however, grades of F are included. Students who wish to elect a pass-fail grade must secure written approval from their academic advisers by November 11 in the autumn term and March 23 in the spring term.

The grade of D is used by other divisions of the University. No more than 15 points of D work will be credited toward the baccalaureate degree. Credit for D work is accepted only for courses taken at Columbia University.

The mark of F\* (failure due to unofficial withdrawal) is assigned to a student who discontinues attendance in a course without formally notifying the Office of the Registrar.

The mark of ABS (authorized absence from an examination) is given by the instructor with the approval of the Office of the Assistant Dean to those students who for imperative reasons are unable to take the final examination. If a student is unable to attend the final examination because of illness or some other emergency, he or she must, to receive the mark of ABS, communicate with the instructor before the examination. The student must remove the ABS during the term following the one in which it was received, otherwise the ABS will be changed to F.

The mark of INC (incomplete) is given by the instructor with the approval of the Office of the Assistant Dean and only under special circumstances. The student must remove the INC by completing a special work assignment by a specified date. Unless removed by completion of the required work within one year of the date of the final examination in the course for which the incomplete was granted, the INC will be changed to F. A student with more than two INC's on his or her record will not be permitted to register for the following term.

In the computation of grade averages, marks for courses are awarded quality points on the following scale: A = 4, B = 3, C = 2, D = 1, F = 0. For each plus or minus unit an adjustment of +0.3 or -0.3 is made.

## Academic Standards

In order to continue in good standing, undergraduate students must maintain a 2.00 (C) average. All course grades in the major must be at the C- level or above. A student who fails to maintain these standards is placed on academic probation for one term. If grades do not improve during that term a student may be asked to withdraw from the program.

Graduate maternity students must master the content and clinical portions of each module in sequence in order to continue in this program. A grade average of B must be maintained in all other courses.

All graduate students must earn a B in each clinical course and a B average in theoretical courses. Registration in an advanced clinical course requires successful completion of the preceding clinical course. Any deviation from this policy requires written approval from the director of the program.

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\*Failure to obtain a passing grade will be sufficient reason for asking a student to repeat the course or to resign. Students who fail a course but are permitted to remain in the program will be placed on academic probation for the term following the course failure.



## Dean's List

During each academic term, undergraduate students who have earned an average of 3.3 (B + ) or better in 12 or more points of letter credit for the preceding term are placed on the Dean's List. Students who have received grades of D, F, INC, or ABS during the term are not eligible for consideration. Any student who has earned a B + average but has failed to receive notification at the appropriate time of having been placed on the Dean's List should notify the Office of the Assistant Dean.

## Academic Discipline

The continuance of each student upon the rolls of the University, the receipt of academic credits, graduation, and the conferring of any degree or the granting of any certificate are strictly subject to the disciplinary powers of the University.

## Conduct

All members of the University community, its visitors and guests, are governed by the Rules of University Conduct, which apply to all demonstrations, including rallies and picketing, that take place on or at a University facility. It is the student's responsibility to be aware of all provisions, regulations, and procedures contained in the Rules. Copies are available in the Office of the University Senate, 406 Low Memorial Library.

## Honor Code

Academic and intellectual integrity are accepted principles in the nursing profession. An honor code, created and administered by the student body, is the formal acknowledgment of this understanding in the School. Each student is expected to abide by it.

## Fees

The following fees, prescribed by statute, are subject to change at the discretion of the Trustees.

Tuition is payable each term in advance and as part of registration. The health service fee and the Student Accident and Health Insurance premium are payable at registration each autumn and spring term as indicated below. The annual hospital insurance premium is payable at registration in September. If these fees are paid after the last day of registration (see *Academic Calendar*), they will not be reduced, and a late fee of \$10 will be imposed. Checks for tuition and fees should be made payable to Columbia University.

## Tuition

<i>Undergraduate students:</i> Autumn or spring (per term)	\$2,160.00
<i>Graduate students:</i>	
For all courses, per point	150.00
With the proviso that the fee for a full-time program in the autumn or spring, per term, is	2,245.00



## Health Service Fee

For all full-time students

<i>Freshmen and sophomores:</i>	Autumn term	\$26.00
	Spring term	26.00
<i>Juniors, seniors, and graduate students:</i>	Autumn and spring terms	
Single		200.00
Married		400.00
Family		520.00

## Student Accident and Health Insurance and Hospital Insurance Premiums

Student Accident and Health Insurance premium

<i>Freshmen and sophomores:</i>	Autumn term	\$30.00
	Spring term	50.00

Hospital insurance premium

<i>Juniors, seniors, and graduate students:</i>	Per year	
Single		143.00
Family		343.00

The student health service fee contributes to the cost of operating the Student Health Service. Students are also required to be covered by a hospitalization plan. Freshmen and sophomores pay the Student Accident and Health Insurance. Juniors, seniors, and graduate students pay the hospital insurance fee, which covers the annual premium of the Associated Hospital Service of New York. Participation in these programs is compulsory for all full-time students; students who already carry hospital insurance, however, and who show proof of comparable coverage at Registration, will be charged the health service fee only. Dependents of students may acquire hospital insurance coverage and are eligible to receive the benefits of the health service program upon payment of additional fees. Students should consult the Student Accounting Division, Room 1-141, Black Building, for further information on dependent coverage.

## Application Fees and Late Fees

Application for admission	\$20.00
Late registration	10.00
Late application, or late renewal of application, for a degree	10.00

## Withdrawal and Adjustment of Fees

Any student wishing to withdraw from the University, who is in good academic standing and not subject to discipline, will always be given an honorable discharge. For those under twenty-one years of age, the Assistant Dean must first receive the written consent of their parent or guardian.

Any adjustment of the tuition that the student has paid is reckoned from the date on which the Registrar receives the student's written notification. The health service fee, application fees, late fees, and special fees are not subject to rebate. Up to and including the second Saturday after the first day of classes, tuition will be retained in the following amount:

Full-time study	\$50.00
Part-time study	25.00

After the second Saturday after the first day of classes in the term, the above amount is retained, plus an additional percentage of the remaining tuition (as indicated in the adjustment schedule below), for each week, or part of a week, of the term up to the date on which the student's written notice of withdrawal is received by the Registrar.

### Adjustment Schedule

	<i>Minimum Fees Retained</i>	<i>Percentage of Remaining Tuition Retained</i>
Second Saturday after first day of classes	\$25 or \$50	0
Week following second Saturday after first day of classes	25 or 50	10
Second following week	25 or 50	20
Third following week	25 or 50	30
Fourth following week	25 or 50	45
Fifth following week	25 or 50	60
Sixth following week	25 or 50	75
Seventh following week	25 or 50	90
Eighth following week	25 or 50	100 (no adjustment)

### Application or Renewal of Application for a Degree

Degrees are awarded three times a year—in October, January, and May. A candidate for any Columbia degree (except the doctoral degree) or for a certificate must file an application with the Registrar, 630 West 168th Street. In the 1977-1978 academic year, the last day to file for an October degree is August 1; for a January degree, November 4; and for a May degree, February 20. A late fee of \$10 will be charged after these dates and until the expiration of the late filing period for each conferral date (September 8 for October degrees, December 9 for January degrees, April 3 for May degrees). Applications received *after* the late filing period will automatically be applied to the next conferral date.

If the student fails to earn the degree by the conferral date for which he or she has made application, the student may renew the application. A \$10 late fee will be charged for late filing of renewals of applications according to the same schedule as for original applications (see above).

### Requests for Transcripts

Transcripts may be requested by writing to the Office of the Registrar, Room 1-138, Black Building, 630 West 168th Street, New York, N.Y. 10032. *Official* transcripts must be sent by the University directly to an official address such as another university, a college, a business firm, or a government agency. However, a student may request an unofficial transcript (stamped "Student Copy"). There is a charge of \$2 for each transcript requested except those which are sent between offices of Columbia University. Checks accompanying transcript requests should be made payable to Columbia University.

## Estimated Expenses

In addition to the tuition and fees given above the approximate cost for the course is as follows:

Room in Eli White Hall	
Freshmen and sophomores (two terms)	\$1,035.00
Room in Maxwell Hall	
Juniors and seniors: two terms	\$1,035.00
summer term	210.00
Board plan (two terms) *	700.00
Books, per year	300.00
Transportation, per term	50.00-100.00
Uniforms	
Men	75.00
Women	85.00
Supplemental uniforms†	30.00
Miscellaneous expenses on entrance	
Orientation: freshman	50.00
junior	30.00
Student Association dues, year book, etc	20.00
Miscellaneous expenses for returning students (autumn term)	15.00
Approximate graduation expenses	75.00

The charges for room and board are payable at registration and are not refundable after the first day of classes in each term.

The transportation expense listed above is an estimate of charges for public transportation between campus locations and to and from clinical practice sites.

Students are responsible for laundry and maintenance of uniforms and costs associated with this.

## Financial Aid

Scholarships, loans, employment opportunities, and other sources of financial aid based on need are available to students while enrolled in the School of Nursing at Columbia University.

Funds are available through a variety of sources including alumnae and friends of the School, foundations, government agencies, civic groups, and voluntary organizations. An annual benefit sponsored by a committee of parents, faculty wives, and friends of the School provides aid to several students each year.

The School is particularly concerned that no worthy student who meets its admission requirements should be denied a nursing education because of insufficient funds. However, financial aid depends upon a careful evaluation of all the resources available to the students and to the School.

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\*Fee provides scrip which can be spent as desired in any of the University dining halls. Meals are available Monday through Friday, excluding holidays and holiday periods. The meal plan is optional.

†Students must also provide a navy-blue or black tailored cloth coat, the cost of which is not included in this estimate.

## Financial Aid Administered by the School of Nursing

Financial aid for students accepted for admission or enrolled in the School is in the form of scholarships, grants, loans, and part-time employment.

Awards are made annually, primarily on the basis of financial need. Students are required to file a renewal application for each year.

Scholarships and grants carry no obligation for repayment.

Income from the following endowments provide for several partial scholarships:

VIVIAN B. ALLEN SCHOLARSHIPS

MARGARET E. CONRAD SCHOLARSHIPS

NELLIE ALDEN FRANZ SCHOLARSHIPS

ELEANOR LEE SCHOLARSHIPS

JANE MC ALLISTER SCHOLARSHIPS

BARRET MONTFORT SCHOLARSHIPS

SAMUEL J. MORITZ SCHOLARSHIPS

PRUDENTIAL INSURANCE COMPANY OF AMERICA SCHOLARSHIPS

DEAN SAGE SCHOLARSHIPS

MARY SENCINDIVER SPECHT SCHOLARSHIPS

FREDERICK STURGES, JR., SCHOLARSHIPS

THE TEAGLE FOUNDATION SCHOLARSHIPS

M. LYNN WILLIAMS SCHOLARSHIPS

In addition the School receives annually several gifts from its alumnae and organizations expressing an interest in preparation for health care careers. These include:

AETNA LIFE AND CASUALTY COMPANY SCHOLARSHIPS

THE ALUMNAE ASSOCIATION OF COLUMBIA UNIVERSITY—  
PRESBYTERIAN HOSPITAL SCHOOL OF NURSING, INC.

ANNUAL BENEFIT SCHOLARSHIP FUND

DAVISON-FORMAN FOUNDATION

RUDIN FOUNDATION

SWITZER FOUNDATION

WOMAN'S FLORIST ASSOCIATION, INC.

Metropolitan Life has established a grant which provides for one full four-year scholarship and stipend to be awarded annually to an entering freshman. The recipient will be determined on the basis of academic achievement, promise of success in the nursing program, and need.

### Application Procedures

An applicant for financial aid must apply on the forms supplied by the School of Nursing. An application must be accompanied by the supporting data requested through the College

Scholarship Service, a unit of the College Entrance Examination Board. Both forms may be obtained from the School of Nursing, Office of Financial Aid. *Incomplete applications will not be processed.*

### **Application Deadline**

*Applications for financial aid must be filed by December 31. Those filed after January 1 will only be considered for exceptional circumstances and if funds are still available.*

## **Alumnae Association Awards**

The Columbia University-Presbyterian Hospital School of Nursing Alumnae Association has two endowment funds for scholarships for advanced study in nursing. All School of Nursing alumni are eligible to apply for this assistance.

## **Department of Health, Education, and Welfare**

### **MATERNAL AND CHILD HEALTH SERVICE**

### **NATIONAL INSTITUTES OF MENTAL HEALTH**

Both of these agencies provide training grants for graduate study in nursing. The stipends provide for full cost of tuition and fees. Applicants must be recommended by the faculty of the School of Nursing. Additional funds for living expenses will be awarded, if available, on the basis of need. Eligibility for federal scholarships require that the student carry a full academic program, i.e., 12 credits.

## **New York State Regents Scholarships and Grants**

The following are available for any student who has been a legal resident of New York State for the preceding year:

### **REGENTS COLLEGE SCHOLARSHIPS**

Available yearly for a maximum of five years; may be applied both to college and to the junior and senior years in the School of Nursing.

### **REGENTS SCHOLARSHIP FOR BASIC PROFESSIONAL EDUCATION IN NURSING**

Available yearly for a maximum of five years; may be applied only to time spent in the School of Nursing.

### **REGENTS SCHOLARSHIPS FOR CHILDREN OF DECEASED OR DISABLED VETERANS**

Available yearly for a maximum of five years; may be applied both to college and to the junior and senior years in the School of Nursing.

### **SCHOLAR INCENTIVE PROGRAM**

Awarded to graduate and undergraduate students who graduated from high school prior to January 1974. Grants depend on need. Eligible students must demonstrate a capacity to pursue a degree or be presently enrolled in college, and must maintain a satisfactory academic record.

### **TUITION ASSISTANCE PROGRAM (TAP)**

Grants awarded to students who have graduated from high school after January 1, 1974. Assistance is based on income, with awards ranging from \$100 to \$1,500 annually.

Further information and application forms may be obtained from the New York State Higher Education Services Corporation, Empire State Plaza, Tower Building, Albany, N.Y. 12255.



## Department of Health, Education, and Welfare

### Basic Educational Opportunity Grant (BEOG)

This federal program provides grants to eligible undergraduate students who have not attended a postsecondary institution prior to April 1, 1973. Awards range in value from \$100 to \$1,400. Applications may be obtained locally or by writing to P.O. Box 84, Washington, D.C. 20044.

### Loans

Under the Nurse Training Act of 1971 eligible undergraduate students may borrow up to \$1,400 and eligible graduate students up to \$2,500 each calendar year, depending on the availability of funds. Interest and repayment begin 9 months after the student has completed the full-time course of study. Up to 85 percent of the total loan and interest may be cancelled at the rate of 15 percent for each year of full-time employment that the borrower works as a professional nurse in a public or other nonprofit institution or agency; up to 85 percent may be cancelled at the rate of 30 percent a year when the borrower is employed full time in a public or nonprofit hospital in any area that the Secretary of Health, Education, and Welfare determines has a substantial shortage of professional nurses. Loans are administered through Columbia University. Forms may be obtained from the School of Nursing, Office of Financial Aid.

The New York State Higher Education Services Corporation has a program through which students may obtain loans from local banks. Repayment is based on the amount of the loan and may be spread over a period of up to ten years. Similar loan programs are available in other states. Information and forms may be obtained through local banks.

### Installment Plan

Columbia University has an insured program for meeting educational expenses out of monthly income through the Richard C. Knight Insurance Agency, Inc. The plan provides for monthly installments at low interest rates. Application forms are available from Richard C. Knight Insurance Agency, Inc., 53 Beacon Street, Boston, Massachusetts 02108.

### Student Employment

A limited number of employment opportunities are available. Positions are available as clerical assistants to faculty and staff members and as nursing assistants in certain clinical patient settings. Students may also be employed as practical nurses, upon completion of prerequisite courses and the passing of the Practical Nurse Licensing Examination.

Licensed professional nurses enrolled in the program may secure employment at the Columbia-Presbyterian Medical Center, or in neighboring hospitals on a part-time or per diem basis.

For further information and application forms write to the School of Nursing, Office of Financial Aid, Faculty of Medicine, Columbia University, 179 Fort Washington Avenue, New York, N.Y. 10032.

### Living Arrangements

Eli White Hall, which is open to freshmen, sophomores, and graduate students, is located at 419 West 114th Street, adjacent to the main campus of Columbia University. Its facilities include a library, laundry rooms, floor kitchenettes, and television rooms. Each student occupies a single room.

Anna C. Maxwell Hall, 179 Fort Washington Avenue, the residence for upperclassmen, overlooks the Hudson River, and connects by underground passage with the other buildings of the health science campus. Reception rooms, snack bar, library, and recreational facilities including a swimming pool are located in this building. Each student occupies a single room.

Students may live outside a residence hall if they are over eighteen years of age or have written parental consent. Students who live in either of the residence halls have the option to subscribe a board plan. All students who contemplate moving from the residence must give notice before the beginning of the next term.

## Student Health Service

Emphasis is placed on the importance of healthful living and the particular significance of this to the nurse as a person and as a health teacher. Through individual and group conferences, as well as student committees of the Student Association, health practices and student activities are carefully considered. Every effort is made to maintain a positive approach to the individual's responsibility for his or her own well-being, both emotional and physical.

The health of the student is closely supervised. Physical examinations are made at regularly scheduled periods and at other times, when necessary, by the physicians of the University Health Services; laboratory investigations are made when indicated. Chest x-ray or tuberculin tests, or both, are done semi-annually.

Students are required to have complete immunization against typhoid, tetanus, smallpox, poliomyelitis, and measles before entering the School. Periodic booster immunizations are given.

Freshmen and sophomores use the University Health Service, 300 John Jay Hall, on the Morningside campus. Juniors, seniors, and graduate students use the Student Health Service, on the street level of Bard Haven Tower 1 (60 Haven Avenue).

All students must carry hospitalization insurance; evidence of such insurance must be presented at registration. Associated Hospital Service of New York insurance (Blue Cross) may be purchased (by upperclassmen and graduate students) through the School. Student Accident and Health insurance may be purchased (by freshmen and sophomores) through the School. (See *Fees*.) Cost of illness, beyond reasonable limits of outpatient care, and beyond the student's insurance coverage, must be met by the student. The expenses of dental care, eye refraction, continuing psychiatric care, and care of pre-existing conditions must be borne by the student.

## Student Activities

All undergraduate students belong to the Student Association which is governed by an Executive Board. Students also have representation on the University Senate.

The Honor System, which pertains to academic and other aspects of student life, is one of the major responsibilities of the Student Association. All students accept responsibility for maintaining a strong sense of individual and group honor.

A variety of social and cultural activities are organized under the auspices of the Executive Board, including films, parties, and musical programs.

Students are encouraged to participate in the activities held on the Morningside campus at McIntosh Center (Barnard) and Ferris Booth Hall (Columbia College). These student centers contain bowling alleys, ping pong facilities, and snack bars. There are, as well, tennis courts and a pool on the health sciences campus.

On both the Morningside and the health sciences campuses there are opportunities for students who wish to become involved in community affairs.

## Foreign Students

The staff of the Office of the Foreign Student Adviser, 211 Lewisohn Hall, provides advice and counseling to foreign students on such matters as housing, personal and financial problems, and regulations of the United States Immigration and Naturalization Service (visas, extensions of stay, work permission, temporary departure from the United States, transfer from Columbia to another school, termination of study). Information about the various foreign student clubs at Columbia and about opportunities to attend conferences, travel in the United States, and participate in community and cultural activities may be obtained from this Office. Maps of New York City and discount tickets to plays are available.

The staff of the Office of Foreign Student Admissions, 211 Lewisohn Hall, provides information and counseling on University admission, advanced standing, English proficiency examinations, and academic placement.

## National Honor Society of Nursing

In 1964 the Alpha Zeta Chapter of Sigma Theta Tau, the National Nursing Honor Society, was established in the School of Nursing. Membership is by invitation and the selection of students is based on a high standard of performance in the program and on evidence of leadership potential.

## Awards and Prizes, Undergraduate Program

### THE ALPHA ZETA CHAPTER OF SIGMA THETA TAU

A medal of excellence presented to a member of the graduating class who best exemplifies the principles of Sigma Theta Tau and the high ideals of the nursing profession.

### THE MARGARET ELIOT PRIZE

Given in honor of a former Director of Nursing by her sister, Mrs. William A. Forbes, and awarded to the senior nursing student who most nearly combines professional competence, capacity for leadership, and wholehearted compassion for patients.

### THE ARLENE MEYERS AWARD

Given in memory of a former head nurse in the Labor and Delivery Room by her family and by members of the Nursing and Medical Staffs of Sloane Hospital for Women. It is awarded to a member of the graduating class who has demonstrated professional competence and a sincere interest in maternity nursing.

### THE JACKSON PRIZE FOR EXCELLENCE IN NURSING CARE OF THE ACUTELY ILL SURGICAL PATIENT

Awarded to a member of the graduating class who has demonstrated interest, achievement, and professional competence in the care of acutely ill surgical patients. The award is given by an alumna and former faculty member of the School of Nursing, and her husband.

### THE ROSE DRISCOLL AWARD

Given annually as an incentive to a student beginning his/her senior year in the baccalaureate program in nursing, who has demonstrated pride in becoming part of the nursing profession and is striving toward high ideals in his/her own practice and behavior.

### THE CATHERINE C. CHESNEY AWARD

Given annually to a student concluding his/her junior year who has demonstrated, in addition to proficiency in the technical skills of nursing, those distinctive humane qualities which are essential dimensions of patient care. This award is given by the family of the late Ezra M. Stiles in honor of Miss Catherine C. Chesney who, during her sickroom care for Mr. Stiles, exemplified the sensitivity and compassion so vital to the healing process, which this award recognizes.

## Graduation

At the Commencement exercises of the University the degree of Bachelor of Science or Master of Science is conferred upon students who have fulfilled the respective requirements of the School of Nursing. Degrees are awarded in October, January, and May (see under *Fees—Application or Renewal of Application for a Degree*).

The state license to practice nursing (R.N.) entitles the graduate to membership in the American Nurses Association, the National League for Nursing, and other professional organizations.

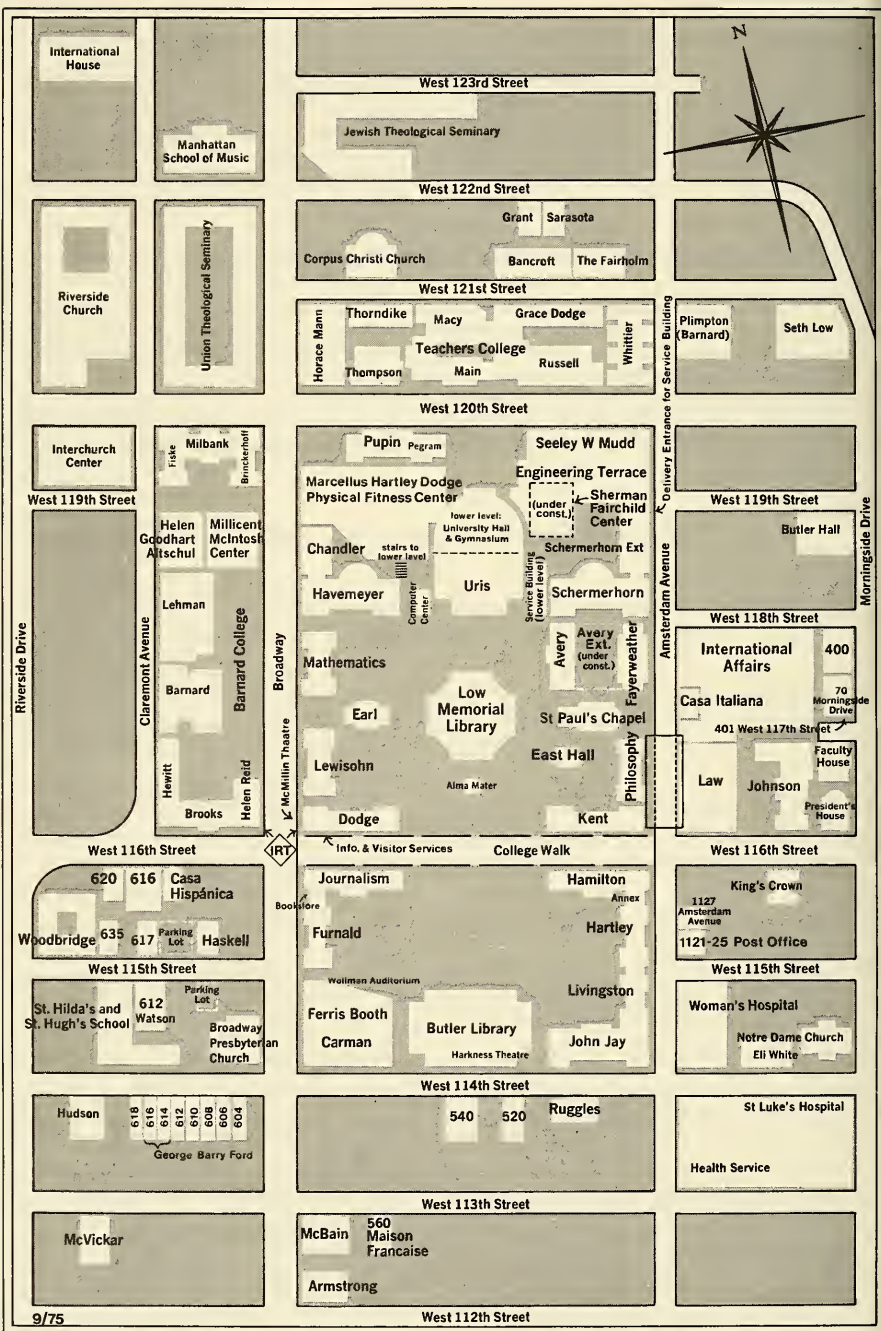
## Qualification for Registered Nurse (R.N.)

In most states it is necessary for a nurse to be licensed in order to practice nursing. Graduates of the School of Nursing are eligible for licensure in all states. Licensure is obtained through satisfactory performance on the licensing examination prescribed by the state. The nurse then registers the license and is known as a Registered Nurse (R.N.). Licensure in one state entitles a qualified holder to licensure by endorsement in other states.

Graduates of the masters program in maternity nursing-nurse midwifery are eligible to take the National Certification Examination in nurse-midwifery offered by the American College of Nurse-Midwifery.



# The Morningside Campus & Environs





[illegible]

**Applicant Name** \_\_\_\_\_ Last \_\_\_\_\_ First \_\_\_\_\_ Middle \_\_\_\_\_

**For Graduate Nurses only:** License No. \_\_\_\_\_ State \_\_\_\_\_ Date Rec. \_\_\_\_\_ / \_\_\_\_\_ / \_\_\_\_\_

**All Applicants:** ☐ PARENT ☐ GUARDIAN ☐ SPOUSE \_\_\_\_\_ Last \_\_\_\_\_ First \_\_\_\_\_ Middle \_\_\_\_\_

Address \_\_\_\_\_ Street \_\_\_\_\_ City \_\_\_\_\_

State \_\_\_\_\_ Zip \_\_\_\_\_ Telephone (\_\_\_\_) \_\_\_\_\_

## For Office Use Only

Fee \_\_\_\_\_ HST \_\_\_\_\_ SAT V \_\_\_\_\_ M \_\_\_\_\_

Int. \_\_\_\_\_ CT \_\_\_\_\_ ACH. \_\_\_\_\_

HC \_\_\_\_\_ GRE V \_\_\_\_\_ M \_\_\_\_\_

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PR \_\_\_\_\_ GSAE Rdg. \_\_\_\_\_ C. & S. \_\_\_\_\_ CEE \_\_\_\_\_

Math \_\_\_\_\_

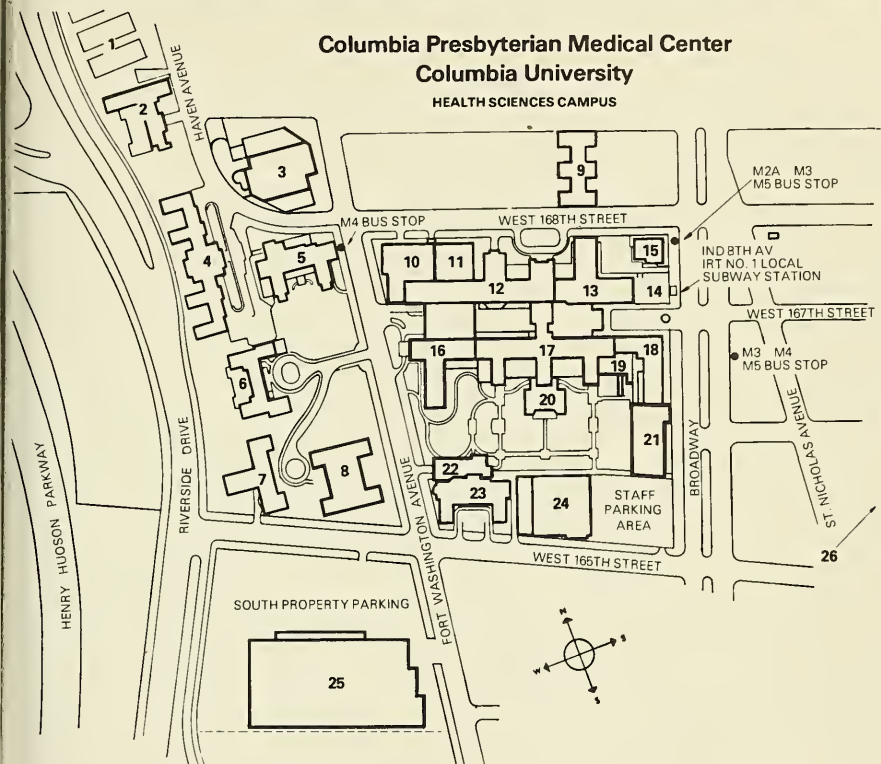
A  
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ML  
FA

MDN \_\_\_\_\_

MDN \_\_\_\_\_

# Columbia Presbyterian Medical Center Columbia University

HEALTH SCIENCES CAMPUS



- |   |   |  |
|---|---|--|
| Alumni Auditorium                                       | <b>9</b> Georgian Nurses Residence                                      | <b>5</b> The Neurological Institute of New York              |
| Dana W. Atchley Pavilion                                | <b>22</b> Edward S. Harkness Eye Institute                              | <b>6</b> School of Nursing                                   |
| The Babies Hospital                                     | <b>23</b> Eye Institute Research Laboratories                           | <b>25</b> Parking facilities                                 |
| Babies Hospital Research, Teaching, and Office Addition | <b>7</b> Harkness Memorial Hall   | <b>17</b> Presbyterian Hospital New York Orthopedic Hospital |
| Bard Hall Medical Student Residence                     | <b>16</b> Harkness Pavilion   | Sloane Hospital for Women                                    |
| Bard Haven Towers                                       | <b>20</b> Pauline A. Hartford Memorial Chapel                           | Squier Urological Clinic                                     |
| William Black Medical Research Building                 | <b>3</b> Health Sciences Center—Augustus Long Library                   | <b>4</b> New York State Psychiatric Institute                |
| Institute of Cancer Research                            | <b>3</b> Institute of Human Nutrition                                   | <b>4</b> Psychoanalytic Clinic                               |
| Cancer Research Center                                  | <b>3/12</b> International Institute for the Study of Human Reproduction | <b>15</b> School of Public Health                            |
| Central Service Building                                | <b>6</b> Anna C. Maxwell Hall, School of Nursing Residence              | <b>19</b> Radiotherapy Center                                |
| College of Physicians and Surgeons                      |   | <b>13</b> Vanderbilt Clinic                                  |
| Center for Community Health Systems                     |   | <b>14</b> Vanderbilt Clinic Addition                         |
| School of Dental and Oral Surgery                       |   |  |



The Faculty of Medicine  
SCHOOL OF NURSING

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# Columbia University Bulletin

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1978-1979



## **To Communicate with the School**

### **ADDRESS INQUIRIES TO:**

School of Nursing  
179 Fort Washington Avenue  
New York, N.Y. 10032

### **Telephone:**

(Area code 212) 694-5756

### **Application Form:**

See the back of this bulletin.

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**Postmaster: Send Form 3579 to Columbia University Bulletin, 303 Journalism Building, New York, N.Y. 10027**

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The Faculty of Medicine  
School of Nursing

# Columbia University Bulletin

Baccalaureate Program in Nursing  
Master's Programs in Clinical Nursing

**1978-1979**

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# Academic Calendar, 1978-1979

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## Major Religious Holidays

See *Registration, Expenses, and Other Information*—Attendance and Length of Residence for a statement of University policy regarding religious holidays and applicable dates for this academic year.

## 1978

### AUGUST

- 1 Tuesday. \* Last day to apply or reapply for all October degrees (see September 7).
- 31 Thursday, through Monday, September 4. Freshman Orientation.

### SEPTEMBER

- 4 Monday. Labor Day. Holiday.
- 5 Tuesday. Orientation for junior and graduate students.
- 5-6 Tuesday-Wednesday. † Registration, including payment of fees, for the autumn term.
- 7 Thursday. Autumn term classes begin.
- 7 Thursday. Last day to file *late* application for October degrees.
- 11 Monday. First day to change programs and to apply to audit courses.
- 15 Friday. Last day to change programs and to apply to audit courses. **No adjustment of fees for individual courses dropped after this date.**

### OCTOBER

- 25 Wednesday. Award of October degrees.

### NOVEMBER

- 3 Friday. \* Last day to apply or reapply for January degrees (see December 8).
- 3 Friday. Last day to drop individual courses.
- 6 Monday. Academic holiday.
- 7 **Tuesday. Election Day. Holiday.**
- 23-26 **Thursday-Sunday. Thanksgiving holidays.**

### DECEMBER

- 4-5 Monday-Tuesday. Early registration for the spring term. Students may also register during general registration (see January 19).
- 8 Friday. Last day to file *late* application for January degrees.
- 13 Wednesday. Last day of classes.
- 14 Thursday. Study day.
- 15-22 Friday-Friday. Examination period.

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\*Students who apply after this date must pay a late fee.

†Students allowed to register after the period specified must pay a late fee.

## DECEMBER

22 Friday. Autumn term ends.

23 **Saturday, through January 18, 1979, Thursday. Winter holidays.**

## 1979

## JANUARY

19 Friday. \* Registration, including payment of fees, for spring term.

22 Monday. Spring term classes begin.

24 Wednesday. Award of January degrees.

25 Thursday. First day to change programs and to apply to audit courses.

31 Wednesday. Last day to change programs and to apply to audit courses. **No adjustment of fees for individual courses dropped after this date.**

## FEBRUARY

19 **Monday. Washington's Birthday. Holiday.**

19 Monday. † Last day to apply or reapply for May degrees (see April 9).

## MARCH

11-18 **Sunday-Sunday. Spring holidays.**

22 Thursday. Last day to drop individual courses.

## APRIL

9 Monday. Last day to file *late* application for May degrees.

23-24 Monday-Tuesday. Early registration for the summer term. Students may also register during general registration period (see May 18).

## MAY

2 Wednesday. Last day of classes.

3 Thursday. Study day.

4-11 Friday-Friday. Examination period.

11 Friday. Spring term ends.

13 **Sunday. Baccalaureate Service.**

16 **Wednesday. Conferring of degrees.**

18 Friday. \* Registration, including payment of fees, for summer term.

21 Monday. Summer term classes begin.

28 **Monday. Memorial Day. Holiday.**

## JULY

4 **Wednesday. Independence Day. Holiday.**

13 Friday. Summer term ends.

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\*Students allowed to register after the period specified must pay a late fee.

†Students who apply after this date must pay a late fee.



# Officers of Administration

---

WILLIAM J. MCGILL, Ph.D., LL.D., L.H.D. *President of the University*

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PAUL A. MARKS, M.D. *Vice President for Health Sciences*

FREDERICK B. PUTNEY, Ph.D. *Assistant Vice President for Health Sciences Administration*

DONALD F. TAPLEY, M.D. *Dean of the Faculty of Medicine*

JOHN H. BRYANT, M.D. *Associate Dean (Public Health)*

JOSE M. FERRER, M.D. *Associate Dean for Postgraduate Education*

HELEN F. PETTIT, M.A. *Associate Dean (Nursing)*

BERNARD D. SCHOENBERG, M.D. *Associate Dean for Academic Programs*

NORMAN B. TOY, D.B.A. *Associate Dean for Administrative Affairs*

BERNARD D. CHALLENGER, M.D. *Associate Dean for Hospital Affairs*

INEZ E. KLINCK, B.A. *Assistant Dean for Academic Administration*

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 Mary M. L. Lee  
 Eura M. Lennon  
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 W. Jost Michelsen  
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 Joachim Wigger  
 George D. Wilner  
 Myron Winick  
 James A. Wolff  
 Earl A. Zimmerman



# Officers of Instruction

---

MARY I. CRAWFORD. *Professor of Nursing*  
B.S., Michigan, 1943; M.A., Columbia, 1952; Ed.D., 1968; M.N., Frances Payne Bolton School of Nursing, Western Reserve, 1945

ANN M. EARLE. *Professor of Nursing; Program Director, Graduate Program in Psychiatric-Community Mental Health Nursing*  
B.S., New York University, 1952; Ed.D., 1969; Graduate, Bridgeport Hospital School of Nursing, 1947

LUCIE S. KELLY. *Professor of Nursing in Public Health*  
B.S.N., Pittsburgh, 1947; M.Litt., 1957; Ph.D., 1965; Graduate, University of Pittsburgh School of Nursing, 1947

HELEN F. PETTIT. *Professor of Nursing; Associate Dean*  
B.S., Columbia, 1940; M.A., New York University, 1952; Graduate, Presbyterian Hospital School of Nursing, 1936

CONSTANCE P. CLEARY. *Associate Professor of Nursing; Program Coordinator—Undergraduate*  
B.S., New York University, 1953; M.A., Columbia, 1958; M.Ed., 1973; Graduate, Bellevue Hospital School of Nursing, 1946

EUNICE C. MESSLER. *Associate Clinical Professor of Nursing; Maternal-Child Health Nursing Area Coordinator; Program Director, Graduate Program in Perinatal Nursing*  
M.N., Western Reserve, 1956; M.A., Columbia, 1963; Ed.D., 1974; Graduate, Western Reserve University School of Nursing, 1956

MARY R. BARONE. *Assistant Professor of Clinical Nursing*  
B.S., New York University, 1961; M.A., 1965; M.Ed., Columbia, 1974; Graduate, Moses Taylor Hospital School of Nursing, 1952

JOYCE E. BEEBE. *Assistant Professor of Nursing; Program Director, Graduate Program in Maternity Nursing-Nurse Midwifery*  
B.S.N., Michigan, 1964; M.P.H., Michigan, 1971; Graduate, University of Michigan School of Nursing, 1964.

ELIZABETH W. CARTER. *Assistant Professor of Nursing; Psychiatric Nursing Area Coordinator*  
B.S.N., Western Reserve, 1958; M.S., Rutgers, 1962; Graduate, Western Reserve University School of Nursing, 1958

BERNICE R. DERBY. *Assistant Professor of Clinical Nursing; Clinical Coordinator, Maternity Nursing*  
B.S. Columbia, 1946; M.S., Western Reserve, 1958; Graduate Department of Nursing, Faculty of Medicine, Columbia, 1946

CHARMAINE J. FITZIG. *Assistant Professor of Nursing; Community Health Nursing Area Coordinator*  
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B.S., Columbia, 1967; M.Ed., 1970; Ed.D., 1976; Graduate, St. Clare's Hospital School of Nursing, 1962

JANE F. McCONVILLE. *Assistant Professor of Clinical Nursing; Clinical Coordinator, Pediatric Nursing*  
B.S., Columbia, 1951; M.A., 1959; Graduate Department of Nursing, Faculty of Medicine, 1951

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B.S., Columbia, 1958; M.A., 1964; Graduate, Department of Nursing, Faculty of Medicine, 1958

EDWARD O. WRAY. *Assistant Professor of Clinical Nursing; Clinical Coordinator at Psychiatric Institute*  
B.S., Columbia, 1959; M.A., 1960; Graduate, Pennsylvania Hospital School of Nursing, 1955

## Biological and Physical Sciences

ELLEN R. BATT. *Assistant Professor of Physiology (assigned to Nursing)*  
B.A., Barnard, 1956; M.A., Columbia, 1959; Ph.D., 1967

DOLORES A. FERNANDEZ. *Associate in Nursing*  
B.A., Hunter, 1953; B.S., Columbia, 1956; M.S., Hunter, 1965; Graduate, Department of Nursing, Faculty of Medicine, Columbia, 1956

## Medical-Surgical Nursing

BEVERLY C. FINEMAN. *Assistant Professor of Nursing*  
B.S., Boston College, 1964; M.Ed., 1970; M.Ed., Columbia, 1975; Graduate, Springfield Hospital School of Nursing, 1961

ANNE E. KELLETT. *Assistant Professor of Nursing*  
B.S., Fordham, 1951; B.S., Columbia, 1957; M.A., New York University, 1972; Graduate, Department of Nursing, Faculty of Medicine, Columbia, 1957

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B.S., Columbia, 1967; M.Ed., 1970; Ed.D., 1976; Graduate, St. Clare's Hospital School of Nursing, 1962

ELIZABETH A. MAHONEY. *Assistant Professor of Clinical Nursing*  
B.S., Boston College, 1963; M.S., Hunter, 1967; M.Ed., Columbia, 1977; Graduate, Boston College School of Nursing, 1963

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B.S.E., State College at Fitchburg (Massachusetts), 1958; M.Ed., Columbia, 1969; Graduate, Burbank Hospital School of Nursing, 1958



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1958

AURORA D. VILLAFUERTE. *Assistant Professor of Nursing*  
B.S., Philippines, 1959; M.S., Catholic, 1967; M.Ed., Columbia, 1978

JOSEPHINE CRANE. *Associate in Nursing*  
B.S., Adelphi, 1969; M.S., Adelphi, 1972

MARY H. HILL. *Associate in Nursing*  
B.S., Tuskegee Institute, 1967; M.S., Maryland, 1971

JEAN PIERI FLYNN. *Instructor in Clinical Nursing*  
B.S., Rochester, 1964; M.A., Columbia, 1971; M.Ed., 1977; Graduate, Buffalo General  
Hospital School of Nursing, 1963

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B.S., Fairleigh Dickinson, 1961; Graduate, Holy Name Hospital School of Nursing, 1955

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B.S., Hunter, 1968; M.A., Columbia, 1977; Graduate, St. Clare's Hospital School of Nurs-  
ing, 1963

## Maternity Nursing

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of Nursing, 1964

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Nursing, 1954

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B.S., Columbia, 1963; M.Ed., 1974; Graduate, Englewood Hospital School of Nursing,  
1953

MARTINA DUPERRET.\* *Associate in Nursing*  
B.S.N., St. Louis, 1970; M.S., Columbia, 1976; Graduate, DePaul Hospital School of Nurs-  
ing, 1967

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B.S., Columbia, 1960; M.A., 1973; Graduate, Department of Nursing, Faculty of Medicine,  
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B.A., Queens, 1976; Graduate, Elizabeth General Hospital, 1962

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B.A., Jersey City State, 1967; M.S., Columbia, 1968; Graduate, Metropolitan Hospital School of Nursing, 1958

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B.S., Fairleigh Dickinson, 1970; Graduate, St. Peter's School of Nursing, 1959

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B.A., Beaver, 1945; B.S., Columbia, 1948; Graduate, Department of Nursing, Faculty of Medicine, 1948

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B.S., Cornell, 1970; M.S., Yale, 1976

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B.S.N., Boston College, 1967; M.S., Columbia, 1969

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B.S., Hampton Institute (Virginia), 1959; Graduate, School of Nursing, 1959

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B.S., Hunter, 1971; M.S., Columbia, 1977

BETTY L. TERRELL. \* *Instructor in Clinical Nursing*  
B.S., City College (N.Y.), 1973; M.S., Columbia, 1976

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B.S., West Virginia Wesleyan, 1973; M.S., Ohio State, 1976

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B.S.N., State University of New York (Stony Brook), 1973; M.A., Columbia, 1976; M.S., 1977; Graduate, Mercy Hospital School of Nursing, 1958

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## Pediatric Nursing

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JANE F. McCONVILLE. *Assistant Professor of Clinical Nursing*

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BONITA P. SCHULZE. *Assistant Professor of Nursing*

B.S.N., Cornell, 1964; M.S., Western Connecticut State College, 1971; Graduate, Cornell University-New York Hospital School of Nursing, 1964

LUCILLE D. TEARE. *Assistant Professor of Nursing*

B.S.N., Syracuse, 1947; M.A., Columbia, 1953; Graduate, Syracuse University School of Nursing, 1947

LUCY D. WARREN. *Assistant Professor of Clinical Nursing*

B.S., Columbia, 1966; M.Ed., 1972; Graduate, Department of Nursing, Faculty of Medicine, 1966

JANE C. ANDERSON. *Associate in Clinical Nursing*

B.S.N., Minnesota, 1964; M.S.N., Lehman, 1978

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B.S., Columbia, 1969; P.N.P., Presbyterian Hospital, 1974; M.P.H., Columbia, 1975; Graduate, Department of Nursing, Faculty of Medicine, 1969

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B.S., Syracuse, 1969; M.S., Boston, 1970

MARGARET J. GREY. *Instructor in Nursing*

B.S., Pittsburgh, 1970; M.S., Yale, 1976

LINDA S. RUSSO. *Instructor in Nursing*

B.S., Columbia, 1972; M.A., New York University, 1977; Graduate, Department of Nursing, Faculty of Medicine, Columbia, 1972

## Psychiatric Nursing

ANN M. EARLE. *Professor of Nursing*

B.S., New York University, 1952; Ed.D., 1969; Graduate, Bridgeport Hospital School of Nursing, 1947

ELSA POSLUSNY. *Associate Professor of Clinical Nursing*

B.S., Hunter, 1957; M.A., Columbia, 1958; Graduate, Moncton Hospital Training School for Nurses, 1953

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B.S., Western Reserve, 1958; M.S., Rutgers, 1962; Graduate, Western Reserve University School of Nursing, 1958

MARILYN C. JAFFE. *Assistant Professor of Nursing*

B.A., Jersey City State, 1970; M.A., New York University, 1973; M.Ed., Columbia, 1978; Graduate, Mt. Sinai Hospital School of Nursing, 1963

FERN R. KUMLER. *Assistant Professor of Clinical Nursing*

B.S., Pennsylvania, 1959; M.S., Rutgers, 1963; Graduate, Harrisburg Polyclinic Hospital School of Nursing, 1955

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**IRENE C. McEACHEN.** *Assistant Professor of Nursing*

B.S., Fairleigh Dickinson, 1970; M.S., Columbia, 1972; Graduate, Bellevue Hospital School of Nursing, 1957

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B.S., Maryland, 1968; M.A., New York University, 1973; Graduate, Johns Hopkins School of Nursing, 1961

**MARY M. ROBERTSON.** *Associate in Nursing*

B.S., Marymount, 1966; M.S.W., Columbia, 1972; M.Ed., 1977; Graduate, Misericordia Hospital School of Nursing, 1968

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B.A., Wheaton College, 1962; B.S., Columbia, 1964; M.S., Boston, 1967; Graduate, Department of Nursing, Faculty of Medicine, Columbia, 1964

**JUDITH MEYER.** *Instructor in Nursing*

B.A., St. John's College, 1964; B.S., Columbia, 1966; M.A., New York University, 1969; Graduate, Department of Nursing, Faculty of Medicine, Columbia, 1966

**FLORENCE M. PARKER.** *Instructor in Clinical Nursing*

B.S., Mt. St. Vincent, 1950; M.A., New York University, 1973; Graduate, Mt. St. Vincent School of Nursing, 1950

**JUDITH L. YOUNG.** *Instructor in Clinical Nursing*

B.S., Boston College, 1968; M.S., Columbia, 1974; Graduate, Boston College School of Nursing, 1968

## Community Health Nursing

**LUCIE S. KELLY.** *Professor of Nursing in Public Health*

B.S.N., Pittsburgh, 1947; M.Litt., 1957; Ph.D., 1965; Graduate, University of Pittsburgh School of Nursing, 1947

**MELANIE C. DREHER.** *Assistant Professor of Nursing*

B.S., Long Island, 1967; Ph.D., Columbia, 1977

**CHARMAINE J. FITZIG.** *Assistant Professor of Nursing*

B.S., Cornell, 1957; M.S., Hunter, 1963; M.P.H., Columbia, 1965; Graduate, Cornell University-New York Hospital School of Nursing, 1957

**JEANNE BROSSART.** *Assistant Professor of Nursing*

B.A., Mt. Holyoke, 1956; M.Ed., Columbia, 1966; Ed.D., 1973; Graduate, Hartford Hospital School of Nursing, 1958

**PAMELLA E. HO SANG.** *Assistant Professor of Nursing*

B.S., Columbia, 1968; M.Ed., 1974; Graduate, Kingston School of Nursing (Jamaica), 1956

**MURIEL F. KNEESHAW.** *Assistant Professor of Nursing*

B.S.N., Western Ontario, 1966; M.Ed., Columbia, 1971; Graduate, Atkinson School of Nursing—Toronto Western Hospital, 1960

**JOANNE M. MERRY.** *Assistant Professor of Nursing*

B.S., Boston College, 1969; M.S., State University of New York (Buffalo), 1971; Graduate, Boston College School of Nursing, 1969

SMRITI PANWAR. *Assistant Professor of Nursing*

R.S.N. Delhi (India), 1953; M.S.N., Boston, 1966; M.Ed., Columbia, 1974; Ed.D., 1977; Graduate, University of Delhi College of Nursing, 1953

## Officers of Instruction from Other Departments of the University

### The Basic Medical Sciences

HAROLD S. GINSBERG, M.D. *Borne Professor of Microbiology; Chairman, Department of Microbiology*

BRIAN F. HOFFMAN, M.D. *Hosack Professor of Pharmacology; Chairman, Department of Pharmacology*

JOHN V. TAGGART, M.D. *Dalton Professor of Physiology; Chairman, Department of Physiology*

### Dental and Oral Surgery

ALLAN FORMICOLA, D.D.S., M.S. *Professor of Dentistry; Dean (Faculty of Dental and Oral Surgery)*

### Dermatology

LEONARD C. HARBER, M.D. *Professor of Dermatology; Chairman, Department of Dermatology*

### Medicine and Surgery

DANIEL V. KIMBERG, M.D. *Bard Professor of Medicine; Chairman, Department of Medicine*

KEITH REEMTSMA, M.D. *Valentine Mott Professor and Johnson & Johnson Distinguished Professor of Surgery; Chairman, Department of Surgery*

ROBERT B. HIATT, M.D. *Professor of Surgery*

### Neurology

LEWIS P. ROWLAND, M.D. *Moses Professor of Neurology; Chairman, Department of Neurology*

### Obstetrics and Gynecology

RAYMOND L. VANDE WIELE, M.D. *Rappleye Professor of Obstetrics and Gynecology; Chairman, Department of Obstetrics and Gynecology*

MEREDITH F. SIRMANS, M.D. *Assistant Professor of Clinical Obstetrics and Gynecology*



## Ophthalmology

CHARLES J. CAMPBELL, M.D. *Edward S. Harkness Professor of Ophthalmology; Chairman, Department of Ophthalmology*

## Orthopedic Surgery

ALEXANDER GARCIA, M.D. *Stinchfield Professor of Clinical Orthopedic Surgery; Acting Chairman, Department of Orthopedic Surgery*

## Pediatrics

MICHAEL KATZ, M.D. *Carpentier Professor of Pediatrics; Professor of Public Health (Tropical Medicine); Chairman, Department of Pediatrics*

YVONNE T. DRISCOLL, M.D. *Assistant Clinical Professor of Pediatrics*

## Psychiatry

EDWARD J. SACHAR, M.D. *Kolb Professor of Psychiatry; Chairman, Department of Psychiatry*

HARLOW D. DUNTON, M.D. *Professor of Clinical Psychiatry*

SIDNEY MALITZ, M.D. *Professor of Clinical Psychiatry*

BERNARD D. SCHOENBERG, M.D. *Professor of Clinical Psychiatry*

IVAN GOLDBERG, M.D. *Associate in Clinical Psychiatry*

## Psychology

STANLEY SCHACHTER. *Robert Johnson Niven Professor of Social Psychology (Faculty of Pure Science)*

RICHARD CHRISTIE. *Professor of Social Psychology (Faculty of Pure Science)*

## Public Health

JOHN H. BRYANT, M.D. *DeLamar Professor of Public Health*

MERVYN W. SUSSER, M.D., B.Ch. *Sergieusky Professor of Public Health (Epidemiology)*

FRANCES R. GEARING, M.D., M.P.H. *Associate Professor of Public Health (Epidemiology)*

W. HENRY SEBRELL, JR., M.D. *Special Lecturer in Public Health Nutrition*

GLORIA L.A. DAMMANN. *Program Coordinator in Public Health Nursing*

## Urology

JOHN K. LATTIMER, M.D. *Professor of Urology; Chairman, Department of Urology*

## Administrative Staff

BERNIS D. MOSS, JR., M.S. *Business Officer*

IDAHELA C. ANTOSIK, B.A. *Associate Registrar of the University*

ELIN B. OZDEMIR, M.A. *Director of Admissions*

REBECCA C. LINDSEY, B.A. *Assistant Director of Admissions*

SUSAN E. ALEXION, B.A. *Departmental Administrator*

ROSEMARY L. ASH, M.A. *Director of Student Affairs*

BARBARA A. COLEMAN, M.A. *Assistant Director of Student Affairs*



Photo: Judy Dattaro



# Affiliated Institutions and Agencies

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## **Presbyterian Hospital**

*Vice President for Nursing:* Mary I. Crawford

*Senior Associate Director of Nursing:* Helen D. Henry

*Associate Directors of Nursing Service:* Catherine Boyer, Sandra Byrd, Bernice R. Derby, Gilda M. Gehm, Jean B. Gunn, Rose M. Hoynak, David Markant, Jane F. McConville, Laura Merker, Helen F. Pettit, Andree L. Powell, Ruth A. Rayner, Yvonne Trebilcock, Lillian Vahey, Cynthia White

## **St. Luke's Hospital Center**

*Associate Vice President; Director of Nursing Service:* Ruth Hill

## **Roosevelt Hospital**

*Director of Nursing Service:* Kathryn McTernan

## **New York State Psychiatric Institute**

*Acting Director of Nursing:* Barbara Sacco

## **Harlem Hospital Center**

*Acting Senior Superintendent of Nurses:* Ayrif Grandy

## **Visiting Nurse Service of New York, Inc.**

*Executive Director:* Anne-Marie Thom

*Director of Education:* Ione Carey

## **Bureau of Public Health Nursing, New York City Department of Health**

*Director:* Margaret O'Brien

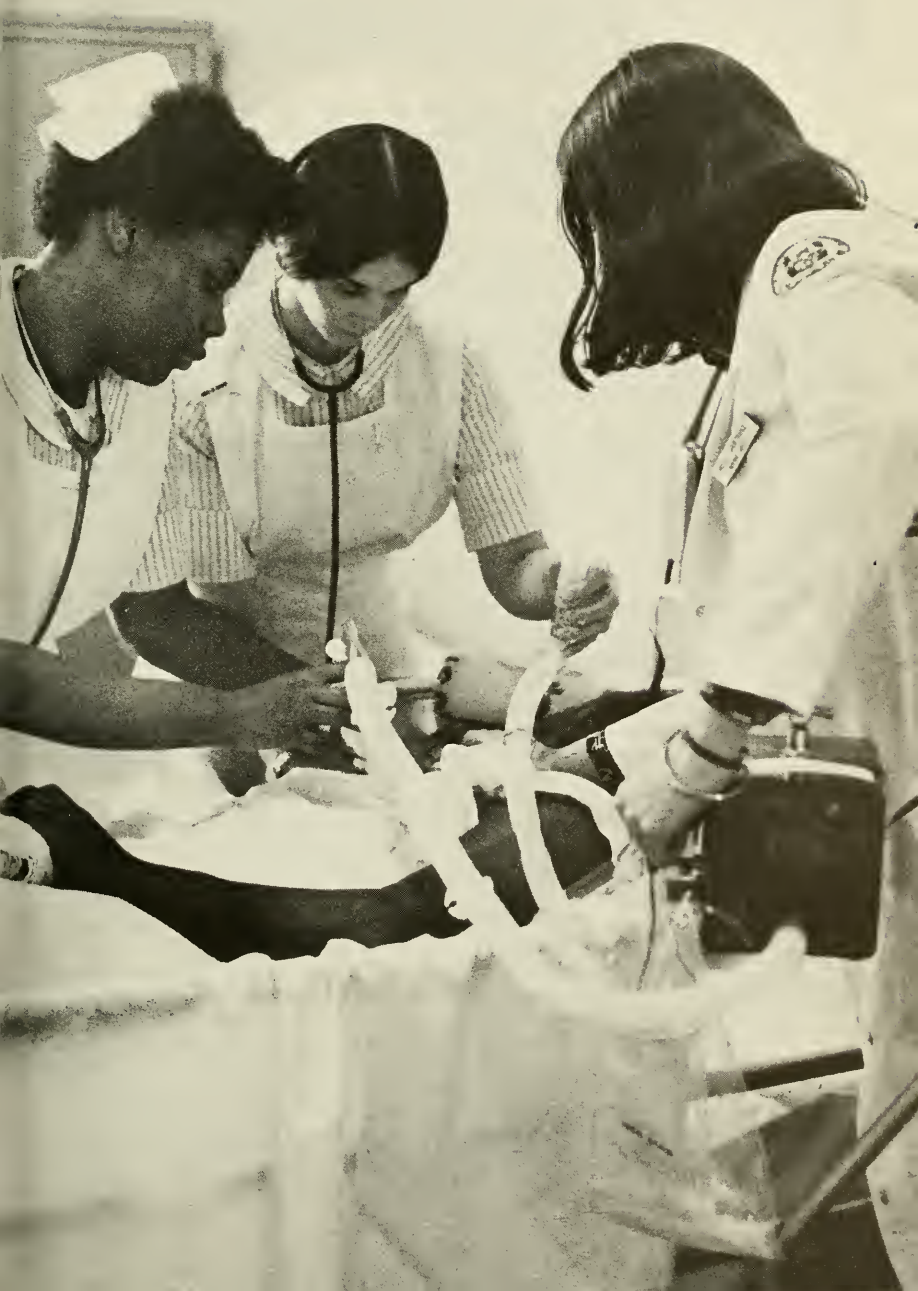
*Associate Director:* Marjorie Avery

## **Community League of West 159th Street**

*Director:* Lucille Bulger

## **Maternity Center Association**

*Director:* Mrs. Ruth W. Lubic





# The School of Nursing

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In 1935 the College of Physicians and Surgeons of Columbia University assumed responsibility for the educational programs of the School of Nursing of the Presbyterian Hospital, and in 1937 the University established the Department of Nursing of the Faculty of Medicine. In 1974 the Department of Nursing became the School of Nursing of the Faculty of Medicine of Columbia University.

The School of Nursing was founded in 1892 by the Board of Managers of the Presbyterian Hospital. Anna C. Maxwell, R.N., M.A., the first director of the School, established the plans for administration and instruction and guided them for thirty years. Her contribution has had a lasting effect and has added to the dignity and importance of the School and the nursing profession. More than five thousand nurses have been graduated since the School was opened.

The hospital's interest in teaching was further demonstrated by its provision of clinical education to the medical students of the College of Physicians and Surgeons of Columbia University. This led to a permanent affiliation between the two institutions in 1921. The establishment of the Department of Nursing marked another step in the integration of the University and the hospitals at the Columbia-Presbyterian Medical Center.

In 1946 the Department of Nursing was authorized to offer graduate programs to prepare clinical nursing specialists. Six majors are currently available and there are plans to develop others.

Two other famous hospitals, the St. Luke's Hospital Center and the Roosevelt Hospital, have had a long history of affiliation with Columbia University and in 1971 became full University hospitals. It is interesting to note that Anna C. Maxwell was the director of the nursing school at St. Luke's before becoming the director of the school at the Presbyterian Hospital.

In 1969 the administrations and faculties of the above named hospitals and schools of nursing and the Department of Nursing voted to participate in a four-year baccalaureate program to be offered by the Department of Nursing. Combining the resources and facilities of the three schools with those of the University as a whole, it was agreed, would greatly extend the available opportunities for learning. The Committees on Instruction of Barnard College and of the School of General Studies at Columbia University agreed to provide the liberal arts curriculum for the program. While Barnard College has traditionally educated students immediately out of high school, the School of General Studies has served adults returning to degree programs, offering unique opportunities to older students with new career goals. With the approval of Columbia University, the inception of the four-year baccalaureate program was announced in November 1972.

Underlying the construction of the programs offered by the School of Nursing is the view that nursing is a performing art, one which is dedicated to the health of people. It is an applied science, based on biological, physical, and behavioral disciplines. By acquiring knowledge of the art and science of nursing, and learning to put this knowledge into practice, the nurse fulfills the goals of providing comfort with compassion, promoting the optimal level of health, and acting effectively during periods of illness.

If man is to realize his ideal of good health, there must be a fusion of the art and the science of nursing, and the result of this combination must be made available to individuals and communities throughout the entire world.

The School of Nursing prepares men and women to practice as individuals and with members of other disciplines. The baccalaureate program enrolls students who wish to begin the study of nursing as well as those already registered nurses who wish to deepen and broaden their knowledge through general college work and nursing on the senior college level. Graduate programs afford nurses the opportunity to increase their knowledge and skills with practice in special health care fields.

The School offers the following programs of study:

- an undergraduate program, which leads to the baccalaureate;
- graduate programs that lead to the M.S. degree; clinical specialization is possible in maternity nursing-nurse midwifery; psychiatric-community mental health nursing: adult; psychiatric-community mental health nursing: child (liaison nurse); pediatric nursing (ambulatory care), perinatal nursing, adult health (practitioner), and geriatric nursing (practitioner).

A program to prepare specialists in acute care of adults and children is planned.

All programs are accredited by the National League for Nursing. The School of Nursing is a member of the Department of Baccalaureate and Higher Degree Programs of the National League for Nursing.

## Philosophy

The Faculty of the School of Nursing, in accord with Columbia University, believes that in a dynamic society, education for membership in a profession includes the development not only of expertise in a field but also of social awareness. The professional nurse with a liberal education thinks critically, exercises technical competence, and makes socially significant and personally satisfying contributions to society. Nursing has the role and responsibility before society to establish and maintain therapeutic relationships that support and restore health and well-being. The professional nurse has the ability to diagnose and treat human responses to actual or potential health problems and to provide preventive health services to individuals and groups in a variety of settings.

The Faculty believes in the integrity and worth of all human beings. Each person is an individual with unique characteristics and behavior. Although not completely understood, a human being is viewed as an integrated whole, evolving through time, in constant interaction with a complex environment. The Faculty recognizes that people throughout the life cycle have specific physical, biological, psycho-social, and spiritual needs which they strive to keep in harmony.

The Faculty of the School of Nursing believes that people as rational, sentient beings have the right to self-determination and participation in decision making in health and illness. The professional nurse has a responsibility to provide health education to assist individuals in effective participation in their care and treatment. The Faculty further believes that health care is a right of all, and that nurses should engage in political and societal activities supportive of this belief, and should serve as client advocates in the health-care system.

The professional nurse is viewed both as a responsible health-care provider accountable for the quality of practice and as a change agent in the health-care delivery system. Nursing seeks to advance its contribution through research and through collaboration with other health professionals. Well-developed leadership abilities are inherent in professional nursing practice. The nurse acts independently and interdependently.

The Faculty accepts the obligation to provide knowledge, to stimulate learning, to serve as resource persons, to be innovators in nursing, and to contribute to the development of human values. The Faculty recognizes that interests and abilities vary, and seeks to provide flexibility in the curriculum in order to facilitate the optimal development of each learner's potential. Learning is viewed as a lifelong process and learners are considered to be self-directed and accountable for their performance.

The programs of the School of Nursing reflect this philosophy. The undergraduate program develops the competence required for general professional nursing practice and provides a firm educational base for graduate study. The graduate programs advance nursing competence by extending and deepening knowledge and practice within various clinical specialties.

## Teaching Facilities

### Morningside Campus

The Morningside Campus, centered at 116th Street and Broadway, occupies several acres of urban property. Here are located the principal educational resources of a great university, and extending beyond the campus are the cultural resources of a great city. (See the map of the Morningside campus and its environs.)

*Barnard College* was incorporated in the educational system of Columbia University in 1900. Today it has a teaching staff of almost two hundred men and women: outstanding scholars whose primary concern is the education of undergraduate students at the college. For those majoring in nursing the new facilities for studies in the sciences are of particular interest. The fourteen stories of Altschul Hall, dedicated in 1969, are devoted primarily to the sciences, and laboratory work is conducted with the most modern equipment.

*The School of General Studies* is the coeducational undergraduate liberal arts college for adults at Columbia University. The School offers over five hundred liberal arts courses. Classes are held throughout the day and in the evening and are taught by regular faculty members of the University and a small number of outside specialists. The School draws on the University libraries, laboratories, and other educational facilities. Its own administrative offices, student facilities, and seminar and classrooms are located in Lewisohn Hall.

*St. Luke's Hospital Center* was established in 1850 and has been located on Morningside Heights, adjacent to the main Columbia campus, since 1896. St. Luke's Hospital and Woman's Hospital comprise the Hospital Center. Its facilities include 749 beds, 45 of which are for pediatric cases. There are four major and eleven specialty services. St. Luke's Hospital has maintained a teaching affiliation with the University since 1947 and in 1971 became a full University hospital.

### Health Sciences Campus

The divisions of the Faculty of Medicine of Columbia University (the College of Physicians and Surgeons, the School of Nursing, Programs in Physical Therapy and Occupational Therapy, the Institute of Human Nutrition, the School of Public Health) and the Columbia University School of Dental and Oral Surgery are located on the health sciences campus, which comprises about twenty acres extending from West 165th Street to West 168th Street and from Broadway to Riverside Drive. (See the map on the inside back cover.)

The facilities of the Faculty of Medicine include amphitheatres, classrooms, laboratories, a multimedia center, and a biomedical communication center, the Augustus Long Library.

Affiliation agreements exist between Columbia University and the Presbyterian Hospital and its subdivisions—the Squier Urological Clinic, the Edward S. Harkness Eye Institute, Sloane Hospital for Women, Vanderbilt Clinic (the outpatient department), Babies Hospital, Neurological Institute, and the New York Orthopedic Hospital. The Columbia-Presbyterian Medical Center consists of the foregoing units and the New York State Psychiatric Institute and the Washington Heights Health and Teaching Center (headquarters of an administrative district of the New York City Department of Health).

### Off-campus Units

*The Roosevelt Hospital* was founded in 1869. It contains 595 beds and 58 bassinets. There are over eighteen thousand admissions and approximately two hundred thousand clinic visits annually. The hospital is engaged in many research and teaching activities. It has been affiliated with the University since the early years of the century, and in 1971 became a full University hospital.



*Off-campus community health and welfare agencies* which provide exceptional learning experiences include the Visiting Nurse Service of New York, the Bureau of Public Health Nursing of the Department of Health of the City of New York, the Maternity Center Association, Harlem Hospital, Isabella Geriatric Center, and selected school health and occupational health services.

## Libraries

*The Columbia University libraries* on Morningside Heights, containing over four million volumes, are open to all students. The main collection is housed in *Butler Library*, and special and departmental collections are located in other buildings on the campus. They include collections on biology, chemistry, engineering, physics, psychology, sociology, and other subjects related to nursing.

*The Wollman Library* of Barnard College contains over 119,000 volumes. This collection of carefully selected books is designed to cover the liberal arts curriculum requirements as well as to provide opportunity for independent work in many fields.

*The Eli White Memorial Residence* of St. Luke's Hospital Center houses one of the most complete nursing libraries and is an invaluable student resource.

*The Augustus Long Library* is located in the new Health Science Center Building. Current literature (both books and journals) is available to faculty members and students, as are other aids to research, such as interlibrary loans and a unique bibliographic service.

The library contains over 335,000 volumes of books and journals, some five thousand pamphlets, and about two thousand slides on the history of medicine. More than forty-five hundred periodicals are received regularly.

One floor is devoted to facilities, including hardware and software, for self-instruction through audio-visual materials. A seminar room on this floor is named for a former director of the School, Helen Young. Funds for the room were raised by the Alumnae Association.

*The Tod Memorial Library* in Anna C. Maxwell Hall has the latest editions of approved reference books and other self-teaching materials, supplied by the Anna C. Maxwell Reference Library Fund. Supplementary library facilities in the various clinical specialties are also available for student use.

## Statement of Nondiscriminatory Policies

Columbia University admits students of any race, color, national and ethnic origin to all the rights, privileges, programs, and activities generally accorded or made available to students at the University. It does not discriminate on the basis of race, color, national and ethnic origin in administration of its educational policies, admissions policies, scholarship and loan programs, and athletic and other University-administered programs.

Consistent with the requirements of Title IX of the Education Amendments of 1972, as amended, and Part 86 of 45 C.F.R. (to which Columbia University is subject), the University does not discriminate on the basis of sex in the conduct or operation of its education programs or activities (including employment therein and admission thereto). Inquiries concerning the application of Title IX and Part 86 of 45 C.F.R. may be referred to the University's Equal Opportunity Office (402 Low Memorial Library, New York, N.Y. 10027, telephone 212-280-3554), or to the Director, Office for Civil Rights (Region II), 26 Federal Plaza, New York, N.Y. 10007.

Consistent with the requirements of Section 504 of the Rehabilitation Act of 1973, as amended, and Part 84 of 45 C.F.R., the University does not discriminate on the basis of handicap in admission or access to, or employment in, its programs and activities. The University's Equal Opportunity Office has also been designated to coordinate the University's compliance with the Rehabilitation Act of 1973 and Part 84 of 45 C.F.R.



Photo: Richard Sheridan





# The Baccalaureate Program

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Programs of Study

Admission

Key to Course Listings

Courses of Instruction

Summary of the Programs



# Baccalaureate Program of Study

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The basic baccalaureate nursing program at Columbia University prepares qualified men and women to practice nursing effectively in new and traditional health care settings. Nursing is interpreted as including health promotion through education, prevention of disease, care of the sick and injured, and their restoration to optimal health.

Throughout nursing education, the student is encouraged and provided with the opportunity to develop an understanding of the social and health needs of individuals and the community, their effect upon the trends in national thinking, as well as the present and possible contribution of nursing to human welfare.

Opportunity is provided for the continued development of students physically, mentally, emotionally, and culturally, with emphasis on their interests, needs, and responsibilities as persons, as members of the nursing profession, and as citizens.

The student is introduced to the various opportunities in nursing and is helped to select for graduate study and experience that field of nursing in which the greatest satisfaction will be found and to which an optimum contribution can be made.

## Purpose and Objectives of Baccalaureate Nursing Education

The baccalaureate program in the School of Nursing is designed to prepare qualified individuals for beginning professional nursing practice in any setting.

The program builds upon the liberal arts background of the student, integrating it with professional learning and activity.

The Faculty seeks to guide the student toward personal and professional fulfillment within a broad social and ethical context.

Upon completion of this program we expect graduates to:

- utilize the knowledge of the biological, physical, and behavioral sciences in giving care to individuals, families, and groups on the health-illness continuum;
- perform adeptly therapeutic and preventive measures directed toward promotion, maintenance, and restoration of health;
- utilize the problem-solving process in providing and improving nursing care;
- assume leadership for planning, directing, and evaluating care given by nursing personnel;
- collaborate with other professional and paraprofessional persons in the coordination of health care;
- facilitate group action to achieve the goals of nursing;
- contribute to the fulfillment of society's health needs through work with group organizations;
- demonstrate awareness of their own needs, values, and competencies as they affect their interaction with others;
- demonstrate empathy in working with others' needs, problems, and cultural mores; and
- be self-directive in the pursuit of new knowledge and in its application to personal and professional living.

## Program for Students Entering as Freshmen

Students entering as freshmen begin a program of study leading to the Bachelor of Science degree with a major in nursing. The courses to be taken in fulfillment of the liberal arts requirement for the degree are chosen from among the courses offered by Barnard College and the School of General Studies of Columbia University. The courses required for the major in nursing are taught by faculty members of the School of Nursing. As part of the program, clinical practice in the hospital environment is offered at the Presbyterian Hospital, St. Luke's Hospital Center, and Roosevelt Hospital. Appropriate community agencies also afford an opportunity for valuable experience throughout the program.

By providing a balanced liberal arts and nursing curriculum, the program aims to develop educated and informed professionals, capable of meeting society's challenging health care needs.

Required courses in the liberal arts include biology, chemistry, psychology, sociology, and English. In addition, ten liberal arts courses (approximately 30 points) may be taken as electives.

The nursing major is built on the health model, beginning with wellness and carrying through illness to maintenance and rehabilitation. Specifically, the focus in the first year of the program is on community health, with emphasis on the concepts of promotion and maintenance of health. In the second year, the focus is on family health, including the prevention of illness, and there is an opportunity to study normal maternity nursing. In the third year, study centers on interruptions in health, emphasizing the care, cure, restoration, and rehabilitation required by episodes of illness. In the fourth year there is concentration on a synthesis and professionalization of nursing practice.

The senior year includes the opportunity for an area of concentration in primary health care, acute care, or health maintenance including extended care or geriatric care. The student focuses on two of the nurse's roles: first, as the leader of a nursing team, assuming responsibility for the care of groups of patients with and through other team members; and second, as a co-member of the health team concerned with meeting the total health-illness needs of individuals and groups.

In the first and second years of the program, the Morningside campus serves as the locus of the student's activities, and in the third and fourth years the health sciences campus does so. However, there is utilization of the resources of the two campuses throughout the four-year, eight-term program. For a summary of the four-year baccalaureate program see "For Students Entering as Freshmen," under Summary of the Programs.

## Program for Junior Transfer and College Graduate Students

The program of study, leading to the Bachelor of Science degree, continues instruction in the biological, physical, and behavioral sciences; theory and supervised experiences are related to health promotion and illness prevention as well as to the care of the sick and the restoration of their optimal health. Experience with clients/patients begins early in the first term.

The senior year provides opportunities for independent study and concentration on a particular dimension of practice elected by the student.

Self-directed study is given major emphasis in order to assist the student in determining resources and in establishing a pattern for the continued learning that is demanded by the rapidly changing health care scene.

Students complete the program in two academic years. (They are designated "juniors" in their first year and "seniors" in their second year.) Courses are listed under the baccalaureate Courses of Instruction. Programs and course sequences are designed to accord with students' prior education and experience. Graduate nurses are admitted and their programs are individually designed in accordance with their previous education (see *Admission to the Baccalaureate Program — Graduate Nurses*).

The program builds upon the liberal arts background of the student, integrating it with professional learning and activity. For liberal arts prerequisites, see Admission Requirements. Opportunities to take liberal arts or professional electives are provided.

## Preparation for Entrance

Serious candidates for nursing should first evaluate their qualifications. A sincere interest in people and their welfare is an essential in all fields of nursing. Also, since nurses assume the responsibility for planning and improving nursing care, they must be able to lead as well as to work under the leadership of others. Nurses are called upon to make many important decisions and must have adequate knowledge on which to base them, so that some preparation in liberal arts and broad cultural experiences are likewise invaluable.

The candidate for nursing should take advantage of the many opportunities for trying out practical "work-samples" of nursing and securing some contact with patients, even at an elementary level. Other types of work experience with people are also useful.

Academic requirements are outlined under *Admission to the Baccalaureate Program*. The School welcomes an opportunity to guide its candidates well in advance of the date of entrance.



# Admission to the Baccalaureate Program

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Candidates may apply as freshmen, junior transfers, or college graduates. Graduate nurses and other adult students are given particular consideration. Students are admitted only in September. All are candidates for a Bachelor of Science degree in nursing from Columbia University.

## Freshmen

Candidates for admission to the freshman class are expected to have completed a college preparatory course of study from an approved secondary school, or the equivalent. The nursing major begins in the freshman year.

## Junior Transfers

Candidates for admission must have successfully completed two years of study or 60 liberal arts points (semester credits) at an accredited college or university. These points must include the prerequisite courses for entrance.

## College Graduates

College graduates must present a degree from an accredited college or university and must present the prerequisite courses. Students complete their studies for a baccalaureate degree in nursing in two years.

## Graduate Nurses

A graduate nurse may seek entrance to the baccalaureate program at the level determined by the number of liberal arts points (semester credits) which can be transferred. Nursing courses cannot be counted toward liberal arts points.

Of the 120 points required to earn the Bachelor of Science degree in nursing, 60 points are required in liberal arts courses. These are the same for all baccalaureate degree candidates, and may be taken at Columbia or at another accredited college or university. However, all students must meet the residency requirement of 45 points at Columbia University, 30 of these at the School of Nursing.

Advanced standing in the nursing major may be established by means of challenge examinations designed to evaluate nursing competencies acquired through previous studies and/or nursing experience. A number of evaluative tools are used, including some of the New York College Proficiency Examinations for certain courses of the junior year. Scores for the latter are reported three months after the examination is taken. Applicants who wish to challenge through these examinations must allow for this delay when making plans for admission. Final credit is not awarded until the student has demonstrated ability in the first clinical course taken at Columbia.

Graduate nurses seeking guidance with regard to possible placement in the baccalaureate program are encouraged to call the Office of Admissions.

## Admission by Transfer from Another Baccalaureate Nursing Program

Advanced standing in the nursing major for students presenting college credits for nursing

courses carried in a National League for Nursing (NLN) accredited baccalaureate program is determined by the comparison and evaluation of the courses the applicant presents with those required for the degree from Columbia. If a particular course remains in question, a student may challenge the course by examination.

All students must meet the residency requirement of 45 points at Columbia University, 30 of these at the School of Nursing.

## Admission Requirements

Final selection for admission is based on an applicant's strong academic performance, favorable references, personal statement, good health, evidence of potential for nursing, and a personal interview.

### Freshmen

<i>Required subjects</i>	<i>Years</i>
English	4
Foreign language	2
Mathematics	3
Sciences: biology and chemistry	2
Social studies	1-2

#### *Required testing*

1. The Scholastic Aptitude Tests of the College Entrance Examination Board.
2. CEEB Achievement Tests: English composition and biology or chemistry. These examinations may be taken in the junior or senior years, and preferably not later than the January testing date of the senior year.
3. New York State Regents Examinations in English, a foreign language, mathematics, and science are expected of New York State residents.
4. Applicants whose first language is not English must submit the results of their performance on the Test of English as a Foreign Language (TOEFL).

Specific testing will be recommended for the adult student who is unable to submit CEEB Aptitude and Achievement Test results taken within five years of proposed entrance.

### Junior Transfers and College Graduates

<i>Prerequisite courses for entrance</i>	<i>Points</i>
Biology*	6-8
Chemistry*	6-8
English	3
Psychology	3
Sociology	6
	<hr/> 24-28

#### *Electives*

Foreign language, history, mathematics, economics, philosophy, religion, fine arts, or supplementary courses in the required fields.

32-36

\*Representing two terms of work including laboratory. In choosing biology courses two terms of general biology or a term of botany and zoology are appropriate; human biology or anatomy and physiology courses are not appropriate.

Credit for *one year* of a foreign language completed in college may be awarded only if (1) it was an intermediate or advanced course or (2) credit has also been awarded for two years of *another* foreign language.

No more than 6 points may be allowed for courses in religion or speech.

Credit will not be granted for commercial, home economics, physical education, or vocational courses, or for any 1-point course.

#### *Required testing*

1. The Scholastic Aptitude Test of the College Entrance Examination Board. Although CEEB Achievement Tests are not required, students who have taken the English composition and science tests should submit the results.
2. Students who have not taken the CEEB Scholastic Aptitude Test may submit scores from the Graduate Record Examination or the Miller Analogies Test.
3. Applicants whose first language is not English must submit the results of their performance on the Test of English as a Foreign Language (TOEFL).

## Graduate Nurses

#### *Required Subjects*

Depending on the level of entry, graduate nurses should prepare to meet the subjects and points required of all students.

#### *Required testing*

Graduate nurses are expected to submit CEEB Aptitude and Achievement Test scores. Specific entrance examinations are required of those students who have not taken these examinations.

## Notice To All Applicants

Columbia requires 120 points of academic credit for the baccalaureate degree, of which 60 points must be liberal arts studies. All students must take 45 points in residence at Columbia, including 30 points at the School of Nursing.

Students submitting CEEB Advanced Placement Tests resulting in scores of 4 or 5 may be given credit pending faculty approval.

Transfer applicants should request that Pass/Fail grades in required courses be converted to letter or numerical grades on their transcripts.

Applicants who wish advice regarding their course of study should contact the School of Nursing at the earliest possible date.

## Admission Procedures

An applicant for admission must apply on a form supplied by the School of Nursing. The completed form must be accompanied by the application fee: a check or money order for \$25 made payable to Columbia University. This fee helps to cover the cost of processing the application; it is therefore not refundable, nor is it credited toward tuition. *Incomplete applications and those received without the required application fee will not be processed.*

Applicants are responsible for the submission of all required admission materials. Therefore, it is strongly recommended that applicants call the Office of Admissions approximately four weeks after mailing the application to confirm the receipt of materials required.

## Application Deadlines: Freshmen and Graduate Nurses

Applications for admission should be filed by February 1. All admission materials should be on file by March 1. Late applicants will be considered *only* if openings remain available.

## Junior Transfers and College Graduates

Applicants seeking early acceptance on December 1, 1978, must have completed application by November 1. Applicants seeking notification of admission on March 1 must have completed application by February 1, 1979. Those who submit applications after February 1 will be considered for placement if openings remain available.

## Interviews

A personal interview is required for admission. Applicants will be interviewed by invitation from the Admissions Committee. Required application materials must be complete prior to an interview. When possible, alumni interviews will be scheduled for applicants unable to meet a Committee interview request on campus because of distance, or other reasons considered to be exceptional by the Admissions Committee.

## Admissions Decisions

The Admissions Committee will announce decisions for junior transfer and college graduate applicants on December 1, 1978, and on March 1, 1979. Freshmen and graduate nurses will receive admissions decisions on March 1, 1979. Thereafter, decisions will be announced on a rolling admissions basis pending openings which may become available.

Confirmation of enrollment for accepted bachelor's degree candidates will be expected by May 1, 1979, with an enrollment deposit of \$100 to be applied toward program costs. The enrollment fee is not refundable.

Inquiries for further information and requests for application forms should be addressed to the Director of Admissions, School of Nursing, Columbia University, 179 Fort Washington Avenue, New York, N.Y. 10032.

# Key to Course Listings

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In the listings of Courses of Instruction for the Baccalaureate and Master's Programs, each course number consists of a capital letter followed by four digits and the term designation.

*The capital letter* indicates the University faculty or division offering the course:

- M Faculty of Medicine
- P School of Public Health
- T School of Social Work

*The first digit* indicates the level of the course, as follows:

- 1 Undergraduate course, introductory
- 2 Undergraduate course, intermediate
- 3 Undergraduate course, advanced
- 4 Graduate lecture course, open to qualified undergraduates
- 6 Graduate lecture course, open only to master's degree candidates
- 8 Graduate field work, clinical practice, and case seminars, open only to master's degree candidates

Two consecutive numbers which are joined with a hyphen indicate a course which runs through both terms (e.g., *Nursing M2001x-M2002y*). The first half is prerequisite to the second half unless the course description says otherwise.

## Term Designations: x, y, and s

An x following the course number indicates that the course meets in the autumn term; a y indicates the spring term; an s indicates the summer term.

## Points of Course Credit

The number of points of credit that a course carries *each term* is given in boldface type in the right margin of the course-title line.



# Courses of Instruction

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The University reserves the right to withdraw or modify the courses of instruction as may be necessary.

## **Orientation for freshman students.**

**0 pts**

Freshman Orientation includes the freshmen admitted to the School of Nursing, to Columbia College, to the School of Engineering and Applied Science, and to Barnard College. It precedes registration and the beginning of classes. Resident and nonresident students live on campus during this period. Each student has the opportunity to meet upperclassmen and members of the faculty and administration, to learn about the facilities of the University, and the resources of New York City. Upperclassmen in the School of Nursing introduce the new nursing students to the Health Sciences campus and acquaint them with the facilities of the School.

## **Orientation for junior students.**

**0 pts**

Orientation acquaints the student with the academic program and facilities of the School and with the community. The program is carefully developed in cooperation with the Student Association, which assumes an active role in introducing the new student to community and professional life.

## Biological Sciences

### **Health Professions M4108x and y. Anatomy and physiology.**

**4 pts**

Prerequisite: one year of college biology and of chemistry.

The instructor's permission is required for students not enrolled in the School of Nursing.

An autotutorial course in the anatomy and physiology of the normal human body. The relationship of structure and function to homeostasis. Material covered from the molecular to the systematic level.

### **Nursing M2101x-M2102y and M2101y. Deviations from health, I and II.**

**3 pts**

Either term may be taken separately.

Intensive study of pathological interruptions that can occur in any biological system and the biobehavioral reactions to such interruptions.

## Behavioral Sciences

### **Health Professions M4220x. Normal human growth and development.**

**3 pts**

Individual development from conception to death, with exploration of the context of each life stage, its opportunities, problems, and emotions. Attention to interrelationship of individual development with significant evolving institutions, such as the family and the culture. The course is presented as a sequence of weekly units. Each unit includes field placement experiences, readings, use of videotapes, and seminar time. Students may choose those learning experiences which best help them to master the objectives of the course.

## Nursing

### **Nursing M1201x-M1202y. Community health, I and II.**

**3 pts**

Either term may be taken separately.

Open to all degree candidates.

Emphasis is placed on health promotion and the prevention of physiological and psychological deviations from health. *M1201*: examination of principles of health and factors which influence health in a community. Clarification of the roles of health team members and analysis of the structures of social agencies. Development of beginning skills and methods of working with communities, families, and individuals. Examination of forces influencing the delivery of health care. *M1202*: emphasis on the application of the epidemiological approach to health assessment. Opportunities are provided for students to identify and participate in meeting the health maintenance needs of individuals. Students are enabled to recognize areas where intervention is needed.

### **Nursing M1301x-M1302y. Family health, I and II.**

**3 pts**

Either term may be taken separately.

In a systematic approach to the delivery of total health care, the course considers those aspects relating to health maintenance and prevention of illness, wellness and ways of sustaining that status. Attention is focused on the health needs of individuals within a family context and its immediate community environment. Lectures, discussions, seminars, autotutorial laboratory study, and clinical laboratory experiences.

### **Nursing M1260x. Concepts of community and family health.**

**4 pts**

Using general systems theory approach, the nurse's role in assessing health needs of individual, families, and communities is discussed. The nursing process is presented as a tool to help the learner organize and understand his/her nursing behaviors.

### **Nursing M1261x. Community and family health laboratory.**

**1 pt**

A nursing laboratory emphasizing the acquisition of beginning assessment skills.

### **\*Nursing M1321x. Health promotion in the family, I**

**3 pts**

Prerequisite or corequisite: *Nursing M1260* and *M1261*.

The development of skills in assessing health status and health needs of individuals, emphasizing the role of nursing in the promotion of health and prevention of illness within a family system. The health status of the adult is a continuing theme. Health promotion I: Detailed assessment of the woman during the experience of childbearing and the newborn infant.

### **\*Nursing M1322x. Health promotion in the family, II**

**3 pts**

Prerequisite or corequisite: *Nursing M1260*, *M1261* and *M1321*.

Continuation of *Nursing M1321*. Health promotion II: Assessment of the growing child.

### **Nursing M2001x-M2002y and M2001y-M2002x. Determinants of nursing care, I and II.**

**3 pts**

Theories and concepts which determine the nursing process for ill people. A teaching team from various nursing specialties provides an integrated approach to nursing content. *M2001*: focuses on nursing process related to client responses to the concepts of stress of a new environment, immobility, loss, and protection. Provides foundation for *M2002*. *M2002*: elaborates concepts of *M2001* and focuses on nursing process related to acute and ongoing stress.

### **Nursing M2901x-M2902y and M2901y-M2902x. Clinical experience, I and II.**

**4 pts**

Clinical study and analysis of the determinants of nursing care with selected clients. Paradigms of clinical practice enable the student to develop expertise in the application of the nursing process to situations of individual illness, with a variety of outcomes and experiences across age groups and clinical settings. Close relationships with clinical preceptors, the use of self-instructional materials, and college and clinical laboratory experiences allow the student to develop expertise within the framework of individual abilities.

\*Nursing M1321 and M1322 are designed to be taken in sequence during the autumn term.

**Nursing M2003x-M2004y and M2003y-M2004x. Nursing care of individuals in illness, I and II. 2 pts**

Seminar to analyze, synthesize, and evaluate knowledge and experiences gained in Nursing M2101-M2102—*Deviations from health*, I and II; Nursing M2001-M2002—*Determinants of nursing care*, I and II; and Nursing M2901-M2902—*Clinical experience*, I and II. To facilitate integration of the concepts, students from different clinical areas are assigned to each seminar. Faculty members in each are representative of at least two clinical areas.

**Nursing M3051x-M3052y. Management of patient care, I and II. 3 pts**

Focus on the problems and goals of patient care management systems. Emphasis on designing models of organization and distribution of nursing care which lend themselves to research and evaluation. Approaches to developing leadership and change agent roles are explored.

**Nursing M3001x-M3002y. Professionalization seminar, I and II. 2 pts**

Designed to further facilitate transition from the student role to that of a beginning professional practitioner. Emphasis on the history, issues, and trends of the profession, and their interrelatedness with sociocultural forces affecting the quality and delivery of health care. The learner is expected to formulate a personal philosophy and to determine his or her commitment to the nursing profession.

**Nursing M3901x-M3902y and M3901y. Advanced nursing practice, I and II. 4 pts**

The course provides practice experience in an area of concentration over an extended period of time. Faculty members guide the student in the selection and serve as preceptors and consultants. This experience provides the student with an opportunity to synthesize previously learned knowledge and skills, and to add to his or her competency as a skilled beginning practitioner.

# Summary of the Programs

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## For Students Entering as Freshmen

### Freshman Year

#### Autumn and Spring Terms

*Points per term*

Biology	4-5
English (one term)	3
Sociology	3
Elective	3-4
Nursing: Community health, I and II	3

### Sophomore Year

#### Autumn and Spring Terms

*Points per term*

Chemistry	4-5
Psychology (one term)	3
Elective	3-4
Health professions: Human growth and development (one term)	3
Health professions: Anatomy and physiology (one term)	4
Nursing: Family health, I and II	3

### Junior Year

#### Autumn and Spring Terms

*Points per term*

Elective	3-4
Nursing: Deviations from health, I and II	3
Nursing: Determinants of nursing care, I and II	3
Nursing: Nursing care of individuals in illness, I and II	2
Nursing: Clinical experience, I and II	4

### Senior Year

#### Autumn and Spring Terms

*Points per term*

Elective	3-4
Elective	3-4
Nursing: Management of patient care, I and II	3
Nursing: Advanced nursing practice, I and II	4
Nursing: Professionalization seminar, I and II	2

## For Students Entering as Juniors

### Junior Year

#### Autumn Term

#### *Points per term*

Anatomy and physiology	4
Concepts of community and family health	4
Community and family health laboratory	1
Health promotion in the family, I	3
Health promotion in the family, II	3
Human growth and development	3

#### Spring Term

#### *Points per term*

Deviations from health, I and II	6
Determinants of nursing care, I	3
Nursing care of individuals in illness, I	2
Clinical experience, I	4

### Senior Year

#### Autumn Term

#### *Points per term*

Determinants of nursing care, II	3
Nursing care of individuals in illness, II	2
Clinical experience, II	4
Professionalization seminar, I	2
Management of patient care, I	3
Elective (optional)	

#### Spring Term

#### *Points per term*

Professionalization seminar, II	2
Management of patient care, II	3
Advanced nursing practice, I and II	8
Elective (optional)	





# Master's Programs in Clinical Nursing

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The Graduate Programs

Admission

Programs of Study

Courses of Instruction



# The Graduate Programs

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Programs leading to the Master of Science degree prepare qualified professional nurses to function as clinical specialists. Several fields of study are available.

The combined resources of the University, including the Graduate School of Arts and Sciences, the School of Social Work, Teachers College, and the Faculty of Medicine, afford the student in the School of Nursing a rich educational opportunity in faculty and course offerings as well as a student body with diverse interests. The patient-care services of the Presbyterian Hospital on the health sciences campus, St. Luke's Hospital Center and Roosevelt Hospital (University affiliates), Harlem Hospital, the New York State Psychiatric Institute, and other hospitals and health services in the community provide unparalleled clinical practice settings.

Preparation emphasizes the attainment of intensive knowledge and competence in the student's chosen clinical field. Preparation also stresses the incorporation into practice of the concepts underlying the teaching, supervisory, and consultant roles inherent in functioning as the clinical specialist or teacher-practitioner.

All graduate programs in the School of Nursing are four terms in length. The clinical major in maternity nursing-nurse midwifery will use the summer term between the first and second years as one of the four terms for advanced clinical work. All other clinical majors will follow the two-year academic calendar of two terms a year.

The clinical majors in the graduate programs are maternity (nurse-midwifery), psychiatric-community mental health (adult and child), pediatrics (ambulatory), perinatal, adult (ambulatory), and geriatric nursing. A program for certified nurse midwives will begin in the autumn of 1978. It is anticipated that acute care (adult and child) will be added in the near future.

## Purpose of the Graduate Programs

The common purpose of these programs, consistent with the philosophy of the School of Nursing as stated in this bulletin, is:

- to provide opportunities for the student to obtain advanced knowledge and competence in a field of specialization, and to utilize this knowledge in developing a deeper understanding of complex human behavioral and social issues;
- to extend the student's professional competence as an independent practitioner and as a collaborative participant with other professionals in the decision-making aspect of therapeutic programs to deliver health care;
- to enrich and extend the dimensions of new knowledge and practice in interdisciplinary classroom, clinical, and community settings;
- to discover and/or enhance individual capability and creativity; and
- to utilize research findings and relevant methods of investigation in considering nursing problems.



# Admission to the Master's Programs

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## Requirements for Graduate Study

Applicants for graduate programs must fulfill the following requirements. They must:

1. Possess a bachelor's degree with a nursing major from a program accredited by the National League for Nursing.
2. Have successfully completed courses in public health nursing and psychiatric nursing including clinical experience.
3. Be licensed to practice nursing in the United States.
4. Have had one year of experience in clinical nursing. (Obstetrical nursing, preferably intrapartum, is required for maternity nursing-nurse midwifery.) The one-year experience requirement is a minimum rather than a maximum requirement.
5. Have completed a course in statistics acceptable for graduate study.
6. Achieve a satisfactory score on the Miller Analogies Test, designed to measure scholastic aptitude for graduate study.
7. Applicants are contacted for personal interviews as soon as all the required materials are on file. The Faculty hopes to have interviews completed by May 1.

The graduate programs admit students in September only. Acceptance of a student for admission is based on individual evaluation of character, health, past experience, and potential for graduate study, as well as on the fulfillment of academic requirements. The student should have a definite intention to continue in professional work upon completion of the degree.

Individual consideration is given to foreign students and those applicants who do not entirely meet specific requirements for admission.

## Admission Procedures

Applicants must complete an application form supplied by the Office of Admissions. An application fee of \$25 made payable to Columbia University is required. This fee is not refundable. It is desirable to file an application for admission a full year in advance of the time of entrance. *Applications for Maternity Nursing-Nurse Midwifery should be filed by January 1, and all required admissions materials should be completed by February 1.* Applications for the other graduate programs should be filed by March 1; required admissions materials by April 1. Late applicants will be considered only if openings remain available. The Graduate Admissions Committee will announce decisions in May.

The School offers financial assistance to qualified students through federal traineeships, scholarships, and loans. Such assistance will be considered for those who indicate need and will be based on available funds.

Inquiries for further information and requests for application forms should be addressed to the Director of Admissions, School of Nursing, Columbia University, 179 Fort Washington Avenue, New York, N.Y. 10032.



# Programs of Study

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## Adult Nurse Practitioner

### Purpose

The program is designed to prepare a qualified nurse to function as a clinical specialist in the delivery of primary health care to the adult age group. Primary care encompasses the concept of long-term health maintenance care for individuals and families through a relationship with one professional who: (1) is fully aware of their level of health and health problems, (2) can plan, provide, and coordinate necessary health services, and (3) will make appropriate referrals for care in collaboration with the client and health team members.

The program prepares the student to be a health care provider: to assess the physical, emotional, and developmental status of the adult; analyze the health behavior of the family, restore or improve health, and to critically evaluate the effectiveness of nursing practice.

### Objectives

Upon completion of the program, the graduate will be able to:

1. Assess and evaluate the health status of individuals in order to determine and maintain an optimum level of health and to initiate measures to promote health and prevent illness and disability.
2. Manage the health status of individuals by determining necessary therapeutic services and by providing basic health care during acute and chronic phases of illness.
3. Assess the impact of illness on individuals and families during various phases of development and provide guidance, counseling, and teaching.
4. Function collaboratively as a member of the health team and make referrals to other health care providers and community resources when appropriate.
5. Analyze the health care delivery system within the community and the pertinent issues relating to health care and nursing.
6. Understand and utilize concepts of research as applied to nursing and primary health care.

### Program

The program consists of four terms and leads to a Master of Science degree in nursing. The student must take a minimum of fifty-five (55) points to meet the requirements for the degree, distributed as follows: eighteen (18) in core courses, twenty-five (25) in the major, and twelve (12) in electives.

The major track moves along a health-illness continuum. During the first term the emphasis is on health promotion, in the second term on the care of the individual with episodic conditions, and in the third term on the care of individuals with long-term problems. During the fourth term, the student elects an area of concentration within adult primary care.

A variety of clinical practice sites are used throughout the program, including university health services, industry and union health programs, diagnostic and screening centers, ambulatory care facilities, community health centers, home care programs, and extended care facilities.

## Gerontology

The geriatric nurse practitioner program evolves from the philosophy and objectives of graduate education of the Columbia University School of Nursing.

The conceptual framework is the developmental approach which utilizes the life cycle with emphasis on normal growth and development of the elderly as a scientific base for program development.

### Purpose

The program prepares clinical nurse specialists in primary care for the older adult age group. Primary care encompasses the concept of long-term health maintenance care for individuals and families through a relationship with one professional who: (1) is fully aware of their level of health and health problems, (2) can plan, provide, and coordinate necessary health services, and (3) will make appropriate referrals for care in collaboration with the client and health team members.

### Objectives

Upon completion of the program, the graduate will be able to:

1. Apply theories relevant to the biological, psychological, and sociological aspects of aging in nursing care of clients.
2. Assess and evaluate the health status of individuals in order to determine and maintain an optimum level of health and to initiate measures to promote health and prevent illness and disability.
3. Manage the health status of individuals by determining necessary therapeutic services and by providing basic health care during acute and chronic phases of illness.
4. Assess the impact of illness on individuals and families during various stages of development and provide guidance, counseling and teaching.
5. Function collaboratively as a member of the health team and make referrals to other health care providers and community resources when appropriate.
6. Analyze the health care delivery system within the community and the pertinent issues relating to health care and nursing.
7. Understand and utilize concepts of research as applied to nursing and primary health care.

### Program

The program is four terms in length and leads to a Master of Science degree in nursing. A minimum of fifty-five (55) points is required, distributed as follows: twenty (20) in core graduate courses; twenty-five (25) in major clinical track courses; and ten (10) in elective courses.

A variety of clinical practice sites will be used throughout the program. The program is designed to prepare nurse practitioners to provide primary health care to the aged in their homes, in ambulatory care facilities, long-term care facilities, and other selected health care agencies.

## Maternity Nursing

### Purpose

The purpose of this program is to prepare a maternity clinical nursing specialist who functions as a nurse-midwife as defined by the American College of Nurse-Midwives.

The program of study is designed to provide the student with continuous opportunity to relate and integrate theoretical knowledge with clinical practice by assuming, under tutorial guidance, responsibility for the complete care of mother and baby throughout the maternity cycle. We believe that this responsibility for application of theoretical knowledge to the realities of clinical practice stimulates the motivating forces of learning, making it a dynamic process within the student which is self-perpetuating and reaches far beyond the time spent within the walls of the University.

The curriculum is designed for mastery learning; that is, the faculty have defined in behavioral terms the minimum performance level in both content and clinical areas that each student must master. The 26 points in clinical specialization are structured into self-contained units of instruction (modules) that promote self-directed learning, provide flexibility in approaching individual clinical management situations and learning patterns, and allow the learner to build upon his or her prior knowledge and clinical expertise.

## Objectives

Upon completion of the program, the graduate will be able to:

1. Manage the care of essentially uncomplicated women and newborns throughout the childbearing cycle.
2. Recognize and utilize the concepts of research as applied to nursing and nurse-midwifery.
3. Develop strategies by which nurses can affect the delivery of health care services through knowledge of the functioning of health care systems.
4. Utilize knowledge of historical and current professional issues to develop role identity and contribute to the growth of the professions of nursing and nurse-midwifery.

## Program

The four-term program leads to a Master of Science degree in maternity nursing-nurse midwifery from Columbia University. The program is planned around preparation in the clinical specialty and is based on a concept of comprehensive maternity care, centered on the family in a community setting. The complete service has among its goals consideration of the needs and desires of the people being served as well as the reduction of maternal and infant mortality and the maintenance of scientific and technical standards of care. It includes the education, emotional support, and guidance of expectant parents, skilled attendance and emotional support throughout labor and the management of the delivery, and the integration of maternity care with good family living.

Since graduates in this clinical specialty often assume positions of leadership, their preparation must include the development of skills and the teaching of basic principles needed for the improvement of care through research, education, and group action. These skills include the ability to teach and to evaluate educational programs for parents and for in-service programs, as well as to plan, develop, and evaluate maternity care programs and to integrate them with the activities of general health and welfare services.

A minimum of 26 points is required in the clinical major courses of nurse-midwifery, including field experience. This experience is obtained in the Obstetrical and Gynecological Service of Presbyterian Hospital, including a special midwifery clinic, and in other agencies, including the Harlem Hospital Center; Roosevelt Hospital; Maternal Health Services of Northeastern Pennsylvania/Mercy Hospital, Wilkes-Barre, Pennsylvania; North Central Bronx Hospital, the Albert Einstein College of Medicine Hospital, and State University Hospital, Brooklyn, New York.

In order to meet the requirements for the degree, each student must complete a minimum of 55 points. These total points include a minimum of 26 points in the clinical major, 15 points in core courses, and 12 points in electives.

Since students come to the program with widely varied preparation and experience, and with different interests and aims, every effort is made to help them select additional courses which will meet individual needs and to provide as much flexibility as possible. Many of the

courses offered by the School of Public Health as well as courses offered by other schools in the University are available to students in this program. Students graduating from this program are eligible to take the National Certification Examination in nurse-midwifery offered by the American College of Nurse-Midwives.

The maternity program requires that the students take their four terms of graduate work in succession. The eight-week summer session is necessary for optimal utilization of clinical facilities that provide the learning experiences needed for the practice of nurse-midwifery. It is anticipated that the majority of students will complete the requirements for graduation in sixteen months.

A variety of established nurse-midwifery services provide the opportunity for clinical practice under tutorial guidance. In addition to the service at the Presbyterian Hospital other services include Harlem Hospital Center and Roosevelt Hospital. Harlem Hospital Center is a large city hospital associated with the Columbia-Presbyterian Medical Center. A nurse-midwifery service functions as part of routine patient care at Harlem Hospital, where between two and three thousand deliveries are conducted each year. Roosevelt Hospital is a 600-bed voluntary hospital, affiliated with Columbia University, which has an ongoing residency program and medical and nursing school affiliations. There are five full-time nurse-midwives on the staff.

Beginning in the autumn of 1978, a special track of the master's program will be available for certified nurse-midwives who meet admission requirements and who have special interests in clinical teaching, research, or administration. Students may elect to study part-time. Further details available upon request.

## **Pediatric Nursing (Ambulatory Care)**

### **Purpose**

The program is designed to prepare a qualified nurse to function as a clinical specialist in the delivery of primary health care to infants, children, and adolescents in a variety of community settings: hospitals, offices, schools, homes, day-care programs, and chronic care facilities.

The program prepares the student to be a health care provider: to assess the physical, emotional, and developmental status of the child; analyze the health behavior of the family related to culture, life styles, and family interactions; restore or improve health; and to critically evaluate the effectiveness of nursing practice.

The purpose of the program is to prepare a pediatric nurse practitioner with the nursing knowledge and skills necessary for the expanded nursing role. The expanded role demands excellence in nursing and a willingness to be an active participant in decision making at the patient-family level and as a member of the health care team as it affects individuals and community planning. The required core courses and the major track prepare the student for the practitioner role. The elective courses contribute to the student's decision making as she/he chooses courses in teaching or administration or an elective in a sub-specialty in clinical nursing.

### **Objectives**

Upon completion of the program, the graduate will be able to:

1. Assess and evaluate the health status of children to determine and maintain an optimum level of health and to initiate measures to promote health and prevent illness and disability.
2. Manage the health status of children by determining necessary therapeutic services and by providing basic health care during acute and chronic phases of illness.
3. Assess the impact of illness and life experiences on children and families during various phases of development and provide guidance, counseling, and teaching.



4. Function collaboratively as a member of the health team and make referrals to other health care providers and community resources when appropriate.
5. Apply knowledge of the principles of administration and/or consultation.
6. Analyze the health care delivery system within the community and the pertinent issues related to health care and nursing.
7. Understand and utilize concepts of research as applied to nursing.

## Program

The program consists of four terms and leads to a Master of Science degree in nursing. The student must take a minimum of fifty-five (55) points to meet the requirements for the degree, distributed as follows: twenty-two (22) in the major, nineteen (19) in the core curriculum, and fourteen (14) as electives. Upon graduation from the program the student is eligible to take the Pediatric Nurse Practitioner Certification Examination.

The major track moves along a developmental-health-illness continuum. During the first term the emphasis is on the healthy infant, in the second term on the well child and adolescent. Theory and concurrent practice provide the student with a rich framework.

In the third term the student focuses on children with minor illnesses and in the fourth term either continues as a generalist or chooses a sub-specialty within the specialty in adolescence, long-term care, or school health. Throughout the four terms the offerings of the major are augmented by courses of the core curriculum in developmental theory, research, assessment, and nursing issues.

The student is encouraged to explore the many offerings of the University and select electives given in other divisions such as the Graduate School of Arts and Sciences and the School of Public Health.

## Perinatal Nursing

### Purpose

The purpose of this program is to prepare a clinical nurse specialist in perinatal care. Upon completion of the program, the graduate will be prepared to improve and maintain quality nursing care in a variety of perinatal settings with the responsibility for taking on a leadership role. For this program "perinatal" is defined as the time from conception to the end of the first year of life for the infant and from conception through the end of the first postpartum year for the mother.

The program is designed to prepare the graduate to contribute to the improvement of pregnancy outcomes, with the emphasis on care of the sick infant in the neonatal period and maintenance of health during pregnancy and infancy.

### Objectives

Upon completion of the program, the graduate will be able to:

1. Provide direct patient care and/or guide the practice of others, to include physical and psychosocial assessment, establishment of priorities, and ongoing evaluation of nursing care.
2. Coordinate patient care activities and provide liaison services with other professionals.
3. Perform skills within the expanded nursing role.
4. Identify clinical nursing problems and initiate and participate in research on these problems.
5. Assess and intervene with the family as the unit of treatment.
6. Participate with other health team members, to include consumers and potential consumers, in the planning and implementation of perinatal services.



## Program

The program, as designed, can be completed in four terms. A minimum of fifty-five (55) points are required: seventeen (17) in the core curriculum, twenty-six (26) in the major; and the remaining twelve (12) as electives. Curriculum flexibility is provided to meet individual goals and interests.

The major track moves along a developmental health-illness track. The first term emphasizes normal fetal-newborn development while the second term focuses on deviations from the normal for the newborn infant. Concentrated theory and concurrent practice are provided within the University and Level Three Regional Perinatal Center.

In the third term the student selects the direction of further study, either management of high-risk pregnant women or long-term follow-up of high-risk infants. Clinical placements in the second year are individually arranged for each student, in centers offering different levels of perinatal care.

The student is encouraged to explore electives in teaching, administration, or other functional areas in the other divisions of the University. Part-time study can be pursued, although there is a residency requirement.

## Psychiatric-Community Mental Health Nursing, Adult/Child

### Purpose

The program prepares qualified professional nurses to assume increasing responsibility for meeting the health needs of people in hospital and community settings.

When psychiatric nursing care extends from the institution into the community, the psychiatric nurse is expected to (1) design and provide continuity of care for patients in varied settings; (2) correlate and coordinate mental health services; (3) guide and instruct others in psychiatric and mental health nursing care; and (4) serve as liaison among various disciplines, the patient, the family, and the community.

### Objectives

Learning experiences are selected which enable the student:

- to have increasing responsibility for assessment and therapeutic interventions with clients presenting behavioral problems and/or psychiatric syndromes;
- to function with groups as observer-recorder, participant, and group team leader in client-centered therapeutic group activities with families, consumers, and clients;
- to have a continuity of relationship in the treatment process with the client and/or family and with the professional staff in community health through participation in an independent and/or a collaborative relationship between the health delivery systems in the community;
- to be engaged in preventive treatment services as well as those generally considered therapeutic and rehabilitative;
- to investigate clinical nursing practice utilizing the research model, method, and findings.

### Program

The program provides two tracks, adult and child, each requiring a minimum of 55 points to be taken over two academic years (four terms): 27 points in the clinical major, 19 points in core courses, and 9 in electives.

The graduate program includes courses both in developmental theory and in advanced psychiatric and community mental health nursing theory and practice. In addition, courses in anthropology, sociology, and community organization may be taken in various divisions of the University, including the Graduate School of Arts and Sciences and the Schools of Social Work and Public Health. Concurrent clinical experiences in community psychiatric and mental health services are provided to develop skills basic to planning for patient and community needs.

Additionally, the track to prepare the clinical nursing specialist in child psychiatry includes knowledge basic to the care of the emotionally disturbed, physically ill, and/or socially abused child. Concurrent clinical experiences in community psychiatric and mental health services, as well as in special settings, including those in children's hospitals and clinics, are provided to develop skills basic to planning for patient and community needs.

## **Projected Clinical Majors**

Masters degree programs preparing specialist practitioners in acute care of adults and children will be offered in the near future.

# Courses of Instruction

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The University reserves the right to withdraw or modify the courses of instruction or to change the instructors as may be necessary.

See the Key to Course Listings on page 34.

## Core Courses

**Nursing M6220x, y, and s. Introduction to physical and psychological assessment. 2 pts**

**Professor Beebe and staff.**

Prerequisite: the instructor's permission.

Designed to prepare the student to take a complete health and developmental history, perform a systematic physical examination, recognize physical and psychological health and developmental problems, and record findings using the problem-oriented modular record. Lectures, modules, audiovisuals, and supervised laboratory experiences.

**Nursing M6020x and y. Research methodology. 3 pts**

Introduction to principles and techniques of behavioral science research in nursing; problem recognition; and conceptualization, design, sampling, data collection, processing, and analysis. Modules and seminars.

**Nursing M6030x and y. Research seminar, I. 2 pts**  
**The staff.**

Critical analysis of research reports and development of design for independent research study.

**Nursing M6031x and y. Research seminar, II. 2 to 4 pts**

Discussion and completion of the student's clinical research study. Extra points for thesis development.

**Nursing M6040x and y. Strategies in nursing practice. 2 pts**

Discussion of change theory, systems theory, and administrative concepts as applied to practice as a clinical nursing specialist.

**Nursing M6010x and y. Life cycle concepts. 3 pts**

Designed to acquaint the student with significant concepts related to the human life cycle as it relates to adulthood and the process of aging. Key concepts include separation-individuation, changing time perspective, autonomous functioning, cognitive changes, and other issues, concepts, or topics related to the maturational development of a human being through his or her own unique life cycle.

**Nursing M8020x, y, and s. Clinical teaching practicum in health care. 2 to 6 pts**

Exploration of teaching of health care within the framework of higher education, continuing education and/or staff development. Emphasis on the role of the teacher and learner in a variety of health care settings. The student is responsible for designing and carrying out the objectives for the teaching practicum. Faculty preceptors are assigned by the department to provide guidance and supervision during the experience.

**Nursing M8030x, y, and s. Clinical administration practicum in health care. 2 to 6 pts**

Application of principles and practices of administration in health care. Emphasis on the role of the administrator in a variety of settings. The student is responsible for designing and carrying out the objectives for the administration practicum. Faculty preceptors are assigned by the department to provide guidance and supervision.

**Public Health P8521x and y. Nursing and the health care scene. 2 to 3 pts**  
**Professor Kelly.**

Prerequisite: the instructor's permission.

The implications of educational preparation for nursing practice, quality of care issues including law ethics, peer review, consumer advocacy, and components of nurse power.

## Adult Nurse Practitioner Program

### **Nursing M6710x. Adult health assessment. 2 pts**

Development and refinement of assessment skills in the physical and psychological realm. Teaching strategies include senior discussions and physical diagnosis rounds.

### **Nursing M6720x. Health maintenance of the adult. 3 pts**

A systematic approach to primary health care: health maintenance and prevention of illness, with theory and concurrent practice focused on primary health care of the well adult.

### **Nursing M6120y. Pathophysiology. 3 pts**

Intensive study of pathological interruptions that can occur in any biological system and the biobehavior reactions to such interruptions.

### **Nursing M6730y. Diagnosis and management of common health problems. 6 pts**

A systematic approach to primary care: diagnosis and management of common health problems and episodic illnesses, with practice settings including community health centers and ambulatory care facilities.

### **Nursing M8770x. Diagnosis and management of illness in adults. 6 pts**

A systematic approach to primary care: diagnosis and management of long-term and chronic illness, with clinical settings including neighborhood health centers, outpatient departments, home care programs, and extended care facilities.

### **Nursing M8790y. Individualized study in primary care. 4 to 6 pts**

Selection of a specific area of interest within the adult health primary care specialty. With the guidance of a preceptor, intensive study is combined with clinical practice. Proposed work must be outlined before registration. Final written report required.

## Maternity Nursing—Nurse Midwifery

### **Nursing M6462x, y, and s. Health assessment of adult female. 2 pts** **Professor Beebe and staff.**

In-depth anatomy and physiology of the reproductive system with application to complete physical and pelvic assessment of the adult female. Includes components of communication theory as applied to complete history-taking, interpretation of laboratory values, and human sexuality.

### **Nursing M8472x, y, and s. Antepartum normal. 5 pts** **Ms. Decker and staff.**

Prerequisite: *Nursing M6462—Health assessment of adult female.*

Nurse-midwifery management of the care of the normal intrapartum care. Embryology and fetology, genetics, communication theory, principles of preparation of families for childbearing, and community aspects of maternal, newborn, and family health services. Practice includes nurse-midwifery management of care of normal maternity patient.

### **Nursing M8473x, y, and s. Intrapartum normal/early postpartum newborn. 6 pts** **Mses. Duperret, Kaplan, and Kulb.**

Prerequisite: *Nursing M6462—Health assessment of adult female.*

Nurse-midwifery management of the care of the normal intrapartum woman. Content includes anatomy and physiology relevant to care of intrapartum and early postpartum patient, review of labor support and physical needs, theory of neonatal adaptation of extrauterine life, resuscitation, and management of normal labor, delivery, and immediate postpartum care of mother and newborn.

### **Nursing M8474x, y, and s. Interconceptional care. 3 pts** **Ms. Duperret and staff.**

Prerequisite: *Nursing M6462—Health assessment of adult female.*

Theory and practice related to nurse-midwifery management of interconceptional care. Anatomy and physiology relative to postpartum woman, endocrinology, current contraceptive methods including indications and contraindications for use, knowledge of demography, and theory of minor gynecological variations and common problems.



**Nursing M6465x, y, and s. Neonatology. 2 pts****Ms. Duperret and staff.**

Seminar discussion of common newborn variations and problems. Interdisciplinary approach using expertise of physicians, nurse-midwives, and nurses in care of sick newborn.

**Nursing M6464x, y, and s. Parent education. 2 to 4 pts****Ms. Wittenborn.**

Principles of teaching and learning applied to preparation for child bearing. Development of parent classes and supervised teaching experiences included.

**Nursing M8475x, y, and s. Clinical practicum in nurse-midwifery. 5 pts****The staff.**

Prerequisite: all other clinical major courses except *Nursing M6466*.

Intensive integration of theory and clinical practice in the nurse-midwifery management of medically and obstetrically uncomplicated women and newborns throughout the childbearing cycle. Clinical practice in all areas, teaching rounds, case presentations, and seminars with professional colleagues.

**Nursing M8480x, y, and s. Nursing management of high risk pregnancies. 3 pts**

Theory and rationale for medical and nursing management of the care of the patient with complications of pregnancy, labor, and delivery, and the postpartum period. Practice includes provision of expert nursing care, as well as identification of high-risk patient, through history taking, laboratory findings, and physical examination. The interdisciplinary health team approach is utilized.

**Nursing M8490x, y, and s. Independent study in maternity nursing. 2 to 6 pts****Professor Beebe and staff.**

Selection of area of theory and/or clinical practice in maternity nursing-nurse-midwifery for in-depth study with guidance by faculty preceptor.

## Pediatric Nursing (Ambulatory Care)

**Nursing M6610x. Physical and psychological assessment of the normal child. 2 pts****Professor Jackson and Drs. Driscoll and Dunton.**

Prerequisite: the instructor's permission.

Designed to prepare the student to take a complete health and developmental history of the normal child, perform a systematic physical examination, recognize physical and psychological health and developmental problems, and record findings using the problem-oriented modular record. Lectures, modules, audiovisual presentations, and supervised laboratory experiences.

**Nursing M6120y. Pathophysiology. 3 pts**

Homeostatic regulatory mechanisms and compensatory mechanisms to altered physiologic equilibrium.

**Nursing M6620x. Health maintenance of the infant. 3 pts****Professor Jackson and Dr. Y. Driscoll.**

Open to students in other major areas in nursing.

Theory and concurrent nursing practice focused on the primary health care of infants through the first year. In the maternity setting and well child clinics students provide support, counseling, and health education to parents and health care to infants. Students assess the health status, growth, development, and behavior of infants, as well as parents' responsiveness and child rearing styles. Counseling is individualized to assist parents to enjoy parenthood and learn about infant behavior. Conferences and classes on health problems provide parents with information to help them make decisions when their infants are ill or exhibit behavior changes. Lecture, seminar, audiovisual techniques, precepted laboratory experiences.

**Nursing M6630y. Diagnosis and management of problems of children. 6 pts****Professor Jackson and Dr. Y. Driscoll.**

An expansion of knowledge of primary health care to children from one year through adolescence and an opportunity to utilize newly acquired skills and knowledge. Daily conferences and information on issues of pediatric ambulatory care. Interdisciplinary conferences assist in role clarification and set the stage for appropriate referrals and collegial relationships. Students assess children for health status, behavior patterns, growth, and development and assist parents by providing information and counseling and encouraging them in decision-making. Teaching health classes to school children provides practitioner students the opportunity to meet children's needs as health consumers. Settings for practice include well child clinics,



nursery, elementary, and high schools, outreach community programs, and adolescent clinics. Students continue to provide health care to infants selected during the first term and add patients to their caseloads. Lecture, seminar, audiovisual techniques, precepted laboratory experiences.

**Nursing M8670x. Diagnosis and management of illness in children. 6 pts**  
**Professor Jackson and Dr. Y. Driscoll.**

Provision of primary health care to children with common episodic illnesses. The course and management of selected illnesses of children and practice in recognizing and managing problems in the clinical setting. Working within the protocols set by the institution and under the supervision of preceptors, students acquire skill in making decisions, providing care, and making judicious referrals to physicians or other health care providers. Students provide for continuity of care when patients require the services of consultants. Clinical settings include ambulatory care clinics and community family centers. Lecture, seminar, audiovisual techniques, precepted laboratory experiences.

**Nursing M8690y. Individualized study in pediatric primary care. 4 to 8 pts**  
**Professor Jackson and Dr. Y. Driscoll.**

A specific area of interest is selected within the pediatric primary care specialty. With the guidance of a preceptor, intensive study is combined with clinical practice in a variety of settings. Required: outline of proposed work before registration and final written report. Areas of study and practice might include primary care of children in adolescent and youth clinics, public and private health maintenance organizations, nursery schools, after-school programs in neighborhood community centers. Clinical practice, case presentations, teaching rounds, and colloquia.

## Perinatal Nursing

**Nursing M6650x. Physical assessment of newborn and infant. 2 pts**  
**Professor Messler and Ms. Shanik.**

Prerequisite: *Nursing M6220* or the instructor's permission.  
 Designed to prepare the student to perform a complete physical examination of the newborn and infant up to three months of age, to assess normalcy and/or deviations from normal. Also explores assessment of maternal-infant-family relationships. Lectures, modules, audiovisual presentations, and supervised laboratory experiences.

**Nursing M6150x. Fetal-newborn physiology. 3 pts**  
**Professor Stanek.**

Physiological development of fetus by systems: adaptations during labor, delivery and immediate postnatal period, initiation of parturition. Lecture.

**Nursing M6660x. Perinatal nutrition, I. 2 pts**  
**Professor Rosso.**

Metabolic changes during pregnancy, maternal nutrient requirements, maternal-fetal exchange, fetal nutrient requirements, specific deficiencies, and outcome of pregnancy. Assessment of nutritional status in a pregnant woman.

**Nursing M6661y. Perinatal nutrition, II. 2 pts**  
**Professor Rosso and Ms. Muttart and staff.**

Newborn-infant nutrition: emphasis on the nutritional requirements and gastro-intestinals function of normal neonate and guidelines to the therapeutic needs of the abnormal. Historical and cultural aspects included.

**Nursing M6130y. Pathophysiology of the newborn. 3 pts**  
**Professor Messler and Ms. Shanik and guest lecturers.**

Prerequisite: *Nursing M6150*.  
 Focuses on the problems of the fetus-neonate, before birth, at time of delivery, and during neonatal period. Lecture, case presentations, and seminar.

**Nursing M8630x and y. Neonatal nursing practicum. 3 pts**  
**Professor Messler and Ms. Shanik.**

Prerequisite: *Nursing M6650*, to be taken concurrent with or following *Nursing M6130*.  
 Focuses on the nursing care of neonates in various settings: transitional nursery, intensive and semi-intensive care nurseries, follow-up clinics, labor and delivery. Emphasis on assessment, diagnosis, nursing care plans, follow-through care.

**Nursing M8640x and y. Advanced practice in perinatal nursing. 4 pts****Professor Messler and Ms. Shanik.**

Prerequisite: the instructor's permission.

Field placement in a regional perinatal setting, participation as an active member of a multidisciplinary team. Observation of administrative process in delivery of services.

**Nursing M6466x. Nursing management of high-risk pregnancies. 3 pts****Professors Beebe and Messler.**

Designed to assess the high-risk factors involved in pregnancy and the birth process. Special attention given to screening and working with women experiencing complications. Seminars, assignment to high-risk settings, modules.

**Nursing M8650x and y. Individualized study in perinatal nursing. 4 to 8 pts****The staff.**

Selection of a special area of interest within perinatal nursing. Clinical practice and intensive study under the guidance of a preceptor. Outline of proposed work and final written report required.

## Psychiatric-Community Mental Health Nursing

### Common Courses

**Nursing M8588x. Theory of group development. 1 pt****Professor Lennon. 2 hours a week.**

Weekly seminar discussion of assigned readings and classroom learning. Emphasis on concepts of group formation, problem resolution, and termination, and exploration in depth of concepts of leadership, membership, and responsibility.

**Nursing M8592x-M8593y. Clinical practice and supervision with groups, I and II****Professor Lennon and staff.****2 pts**

Prerequisite: the instructor's permission.

The student participates as a leader or co-leader in a goal-oriented group. Clinical supervision focuses on the dynamic nature of group development. Reading and written assignments and group discussion.

**Nursing M6585x and y. Theory of community mental health nursing. 2 pts****Professor Lennon. 2 hours a week.**Prerequisite: *Nursing M6582—Evaluation and intervention in psychiatric illness*, and the instructor's permission.

Basic concepts and development of community mental health. The functional roles of the clinical specialist in community mental health. Seminar discussion, reading, and written assignments.

**Nursing M8560y. Introduction to family therapy. 2 pts****Ms. Light.**

Prerequisite: the instructor's permission.

Theoretical concepts and clinical practice of family therapy. Seminar discussions on family structure, family functions, and individual roles within the family system. Each student is also assigned a family for (a) physical and psychological assessment, (b) identification of family strengths and limitations, and (c) assisting the family with problem resolution. Clinical supervision provided by faculty members. Required written assignments demonstrating ability to synthesize theoretical understanding and clinical application of that learning.

### Adult

**Nursing M6530x. Developmental basis of therapeutic processes. 3 pts****Professor Kumler and Ms. Meyer. 2 hours a week.**

Limited to 20 students.

Concepts of ego psychology and maturational sequences from infancy through adolescence. Special emphasis on concepts of attachment behavior, trauma, anxiety, and identity formation in normal development. Seminar discussion.

**Nursing M6594y. Concepts of psychiatric nursing. 2 pts**  
**Professor Kumler. 2 hours a week.**

Prerequisite: *Nursing M6530* and the instructor's permission.

Through weekly reading assignments and discussion, the student is introduced to expectable and extreme manifestations of psychological stress reactions, with focus on sensory deprivation, grief, loneliness, panic, delusions, hallucinations, and suicidal behaviors.

**Nursing M6562y. Psychological assessment of adults. 2 pts**

Interviewing and psychological assessment of adults to ascertain the level of psychological functioning. Techniques and methodology presented. Seminar includes demonstrations and clinical assignment to insure student participation.

**Nursing M6582y. Evaluation and intervention in psychiatric illness. 2 pts**  
**Dr. Goldberg and staff. 2 hours a week.**

Prerequisite: the instructor's permission.

Seminar focusing on understanding anxiety, depression, mania, schizophrenia, and other psychiatric disorders. Psychiatric assessment and psychotherapeutic interventions taught through readings, discussion, and tapes.

**Nursing M6584x. Psychobiology of behavior. 2 pts**  
**Dr. Goldberg and staff.**

Prerequisite: *Nursing M6582—Evaluation and intervention in psychiatric illness.*

Neurochemical, genetic, and psychodynamic bases of psychopathology. Psychopharmacological and psychotherapeutic treatment of mental illness. Readings, seminars, discussion.

**Nursing M8590x-M8591y. Clinical practice and supervision with individuals, I and II. 2 pts**  
**Professor Kumler and staff.**

Prerequisite: the instructor's permission.

Each student is given an opportunity to work with one or more individuals or families, and is responsible for assessing and working with the physical, psychological, and social aspects of the clinical case under nursing supervision. Readings, clinical practice, and supervision.

**Nursing M8594x and M8595y. Clinical practice in institutions, I and II. 4 pts**  
**The staff.**

Prerequisite: the instructor's permission.

Students participate as active members of multidisciplinary teams in psychiatric or other health oriented organizations, focusing on further development of clinical skills with individuals and groups, demonstrating consultation, teaching, and management skills within the organization. Required readings, written assignments, and specific projects designed to help the student practice and appreciate the clinical specialist role within an institution.

**Child (Liaison)**

**Nursing M6570x. Concepts in child psychiatric nursing. 2 pts**  
**Ms. Light.**

Weekly seminars covering concepts basic to the practice of the clinical specialist: separation, body image, identity, cognition, fantasy, aggression. Weekly observations designed to develop clinical applications of concepts.

**Nursing M6572x. Physical and psychological assessment of children 2 pts**  
**Ms. Buschman and staff.**

Seminar discussion, lectures by instructor and guests, observations of interviews with children, and student presentation of clinical data. Health assessment interviews required.

**Nursing M8620y. Clinical practice with children and families under stress. 2 pts**  
**Ms. Buschman and staff.**

A practicum designed to provide students with exposure to children and adolescents stressed by acute, chronic, or life-threatening disease and by congenital deformities. The experience gives students opportunity to work with these young patients and their families and to appreciate the effects of such stress upon growth, development, family and social functioning. Collaboration with professionals within the context of the pediatric out-patient department and community agencies is encouraged. Home visiting to be arranged where appropriate.

**Nursing M6575y. Evaluation and intervention in child psychopathology. 2 pts****The staff.**

Seminar focusing on understanding autism, schizophrenia, neurosis, and organic mental syndrome. Psychotherapeutic intervention taught through readings, discussion, and interviewing.

**Nursing M6578x. Treatment modalities for disturbed and distressed children.****Ms. Meyer.****2 pts**

Eclectic study of modalities currently useful in treatment of children. Includes psychotherapies, creative arts, mutual story telling techniques, psychopharmacology, behavior modifications, milieu childrens groups. Readings, lectures, audiovisual presentations.

**Nursing M8564y. Clinical practicum in residential setting.****2 pts****The staff.**

Field placement designed to provide liaison and intervention skills in experience with children requiring residential treatment.

**Nursing M8340x. Advanced practice with children and families, I.****3 pts****The staff.**

Practicum with distressed/disturbed children and families in hospital liaison and community mental health. Liaison skills developed within the institutional setting. Treatment with selected children and families, interdisciplinary collaboration, observation of administrative process in delivery of services in both practice areas. Weekly clinical supervision and selected readings.

**Nursing M8341y. Advanced practice with children and families, II.****3 pts****The staff.**

Continuation of field placement with the development of a special treatment focus by the student, e.g., a children's activity group, parent group, advocacy for a client or group of clients, etc. Weekly clinical supervision and selected readings.

**Nursing M8350y. Clinical seminar: children and families under stress.****2 pts****The staff.**

Discussion of the applicability of consultation and liaison skills. Weekly presentation of theories of stress, child and family adaptations to stress, and nursing interventions. Assigned readings and audiovisual materials.

**Nursing M8598x and y. Independent study in child or adult psychiatric nursing.****2 to 4 pts****The staff.**

Prerequisite: the permission of the program director.

Designed by the student to meet individual interests and learning needs within the specialty area. Appropriate faculty members are assigned to assist the students in maximizing this select learning experience.

## Supporting Courses

**Public Health P6100. Introduction to vital statistics.****2 lecture and 2 laboratory hours a week.****1 1/2 points.****Autumn term (quarter 1).**

Mass data of the health fields: the content of vital statistics; methods of collection, tabulating and graphing data; elementary methods of analyzing some of the simpler types of data in terms of averages, percentages, and rates. Laboratory work is devoted to the practical application of the methods presented in the lectures.

**Public Health P6101. Introduction to the analysis of experimental data.****2 lecture and 2 laboratory hours a week.****1 1/2 points****Autumn term (quarter 2).**

Summarization of experimental data by means of percentages, averages, and measures of variation; methods for evaluating chance variation as applied to percentages and averages; introduction to the general concept of correlation. Laboratory work is devoted to the practical application of the methods presented in the lectures.



**Teachers College TJ3700x. Statistical methods I. 4 pts**  
**Sec 1: MW 1-2:30; Sec 2: TuTh 5:10-6:40; Sec 3: MW 5:10-6:40. Lab: hours to be arranged.**

Prerequisite: a passing score on an examination in arithmetic and elementary algebra, given before and during registration (practice and diagnostic materials available from the Statistics Office).

Laboratory fee: \$5.

Elementary statistical methods for those planning one or two terms of statistics. Measures of central position and variability; zero-order correlation; regression with one independent variable; use of the normal distribution; and simple sampling, estimation, and hypothesis-testing procedures. Laboratory devoted to applications in substantive areas of research.

**Teachers College TI3830x. Methods of empirical research, I. 3 pts**  
**Sec 1: W 1-2:50; Sec 2: W 5:10-7.**

Prerequisite: *TJ3700* or the equivalent, and the instructor's permission.

Recommended preparation: *TP3500* or the equivalent.

An introduction to the methods of scientific inquiry, research planning, and techniques of making observations and analyzing and presenting data. Topics include methods of inquiry, the role of research in theory, formulating problems and hypotheses, sampling, measurement, and the design of empirical research. Students are given the opportunity to design research projects.

**Teachers College TI3831y. Methods of empirical research II. 3 pts**  
**Sec 1: W 1-2:50; Sec 2: W 5:10-7.**

Prerequisite: *TI3830* or the equivalent, and the instructor's permission.

Provides an opportunity to plan and execute a modest research project and to study certain research methods and techniques in greater depth than in *TI3830*. These include design, sampling, direct observation, interviews and questionnaires, and scale construction. Time is provided in the course schedule for supervised work on the project.

**Elective courses. 3 to 6 pts**

**Autumn and spring terms.**

## Suggested Courses

**Teachers College TY4005x and y. Principles of teaching. 2 to 3 pts**  
**Professor Lange.**

The teaching process in relation to the purposes of education, human growth, and personality, the nature of learning, the dynamics of groups, the nature of subject matter and evaluation.

**Teachers College TY4000x. General course in curriculum and teaching. 3 pts**  
**Professor Lange.**

Curriculum issues and problems, their rationale, and implications for education.

**Teachers College TD4011x and y, A and B. Curriculum and instruction in higher education. 3 pts**  
**Professors Sindlinger and Leemon.**

Trends and issues pertaining to liberal, general, specialized, and professional education. Internal and external interests that influence curriculum instruction decisions and their implications for the organization and administration of colleges and universities.

**Teachers College TN4031x and y. Curriculum and teaching in nursing education. 3 pts**  
**Autumn: Professor Rines. Spring: Instructor to be announced.**

Prerequisite: *TD4011*.

Required of all students preparing for educational administration and teaching. Fundamental principles of curriculum development as they apply to nursing education. Development of instructional plans and materials, teaching methodology, and evaluation of student progress.



**Teachers College TN4033x. Staff development in nursing, I. 3 pts**

Presentation of constructs and techniques used in the process of staff development in nursing. Experience in diagnosing learning needs, developing objectives, selecting curriculum designs, and implementing evaluation procedures.

**Teachers College TN4034y. Staff development in nursing, II. 3 pts**

Study of the organization and administration of staff development programs. Focus on change theory as a tool to facilitate staff development goals.

**Teachers College TD4050x, y, and A. Introduction to adult and continuing education. 3 pts**

**Professor Mezirow.**

An introduction to the professional field of adult and continuing education—purposes, forms, issues; the adult learner and the concepts of lifelong learning; overview of current developments in universities and colleges, community agencies and organizations, public schools, and job-related settings. Emphasis on collaborative student participation.

**Teachers College TH3002x. Family and kinship in social and cultural context. 3 pts**  
**Tu 1-2:50**

Culture, class, and ethnic variations in family and kinship systems, with special attention to urban settings.

## Health Administration

**Public Health P6501. Imperatives of health administration. 3 pts**  
**3 hours a week.**

Prerequisite: for students not majoring in health administration, the instructor's permission. Lectures, seminars, and required reading. Focus on practical administrative problems dealing with quality and cost control of services, budget formulation, grantsmanship, and strategies. Readings include issues discussed in current health services administration journals. Periodic examinations, exercises.

**Public Health P6502. Health care delivery systems. 3 pts**  
**3 hours a week.**

A review of contemporary approaches to the delivery of health care services in the United States. The dimensions, components, constraints, and varied responses of the health care system.

**Public Health P6509. Health management techniques. 2 pts**  
**2 hours a week.**

Prerequisite: the instructor's permission. Provision of concepts and techniques of management, organization, planning, and control; problem-solving situations; and fundamental elements of personnel supervision. Key management techniques taught in practical fashion to enhance self-confidence in applications of management knowledge and skills. Class discussion and final examination.

**Public Health P6513. Hospital organization and management. 3 pts**  
**3 hours a week.**

An overview of the administrative elements of hospital functions, including background and theoretical concepts, and opportunities for examination and open discussion of the issues and problems of hospital management. The approach is from the general to the particular, to provide students with a workable overall knowledge of hospital organization, as well as more particular insight into certain typical and key departments. Field visits.

**Public Health P6518. Health facilities planning and design. 3 pts**  
**3 hours a week.**

Prerequisite: the instructor's permission. Provision of concepts, terminology, and cost factors, along with an awareness of design techniques, regulatory standards, budgeting, sources of capital financing, and instruction associated with the long-range planning, programming, designing, financing, and building of health facilities.

**Public Health P6530. Overview of health services administration. 2 pts  
2 hours a week.**

Readings and lectures by key faculty members who are subsequently involved in the major course offerings of the division provide an introduction to areas of health policy, planning, sociology of health, economics, and services; administration, organization, finance, and delivery of health care and services in public and private agencies; assessment and evaluation of health care and the history, philosophy, and ethical considerations in public health. In-class examinations.

**Public Health P6553. Nursing administration, II. 2 pts  
2 hours a week.**

Prerequisite: the instructor's permission.

Examination and application of administrative principles and functions in the organization and management of the delivery of nursing services in the community. Emphasis on personnel management, labor relations, staff development, quality control, and evaluation of nursing services.

Other courses offered by the Graduate School of Arts and Sciences, the School of Public Health, or other graduate divisions may be selected by students with the approval of the faculty adviser. Students should consult the appropriate bulletins.



Photo: Judy Dattaro



# Registration, Expenses, and Other Information

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# Registration, Expenses, and Other Information

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## Registration

Students must register in the Office of the Registrar, Room 1-138, Black Building, 630 West 168th Street, before they may attend classes. Registration consists of filling out forms and paying of fees.

All students will be asked to give Social Security numbers when registering in the University. Those who do not now have a number should obtain one from their local Social Security office well in advance of registration.

Students in the graduate programs are required to have proof of malpractice insurance and current nursing licensure upon entering the program.

For the autumn term 1978-1979, all students, graduate and undergraduate, register on September 5 and 6, 1978.

## Changes in Programs of Study

Once registered, a student may drop or add courses or change sections by filing a formal change-of-program application with the Registrar during the change-of-program period each term: September 11-15 for the autumn term, and January 25-31 for the spring term. All such changes must first be approved by the student's adviser.

Students may drop courses *after* the change-of-program period by following the same procedure; however, for individual courses dropped after the last day for change of program in each term, no adjustment of tuition will be made. Autumn-term courses may be dropped no later than November 15, spring-term courses no later than March 22. *Failure to attend classes or unofficial notification to the instructor does not constitute dropping a course and will result in a failing grade in the course.*

## Auditing Courses

Degree candidates in good standing who are enrolled for a full-time program in the current term may audit one or two courses (except during the summer term) in any division of the University without charge by filing a formal application in the Registrar's Office (Room 1-138, Black Building) during the change-of-program period. Applications require (a) the certification of the Registrar that the student is eligible to audit and (b) the approval of the dean of the school in which the courses are offered.

For obvious reasons, elementary language courses, laboratory courses, studio courses, applied music courses, and seminars are not open to auditors; other courses may be closed because of space limitations. In no case will an audited course appear on a student's record, nor is it possible to turn an audited course into a credit course by paying the fee after the fact. Courses previously taken for credit may not be audited.

## Regulations

According to University regulations, each person whose registration has been completed will be considered a student of the University during the term for which he or she is registered unless the student's connection with the University is officially severed by withdrawal or otherwise. No student registered in any school or college of the University shall at the same time be registered in any other school or college, either of Columbia University or of any other institution, without the specific authorization of the dean or director of the school or college of the

University in which he or she is first registered.

The privileges of the University are not available to any student until he or she has completed registration. Since, under the University statutes, payment of fees is part of registration, no student's registration is complete until his or her fees have been paid. A student who is not officially registered for a University course may not attend the course unless granted auditing privileges (see above). No student may register after the stated period unless he or she obtains the written consent of the appropriate dean or director.

The University reserves the right to withhold the privilege of registration or any other University privilege from any person with unpaid indebtedness to the University.

## Attendance and Length of Residence

Of the 120 points (units of academic credit) required for the baccalaureate degree, 45 must be taken in residence at Columbia, 30 of these at the School of Nursing. (The final 15 points must be taken in residence at Columbia.)

A student in good standing may, for special reasons, be granted a leave of absence by the Associate Dean. The length of the absence depends upon the particular courses the student is taking at the time of the leave and when these courses will be offered again, since all courses are not offered every term.

Regular class attendance is necessary for attainment of satisfactory performance in college work and is the responsibility of each student. Requirements for class attendance within any course are at the discretion of the faculty member responsible for the course. Attendance is always required on the first day of each course. Clinical commitments within courses are also required.

## Religious Holidays

It is the policy of the University to respect its members' observance of their major religious holidays. Officers of administration and of instruction responsible for the scheduling of required academic activities or essential services are expected to avoid conflict with such holidays as much as possible. Such activities include examinations, registration, and various deadlines that are a part of the academic calendar.

Where scheduling conflicts prove unavoidable, no student will be penalized for absence due to religious reasons, and alternative means will be sought for satisfying the academic requirements involved. If a suitable arrangement cannot be worked out between the student and the instructor involved, students and instructors should consult the appropriate dean or director. If an additional appeal is needed, it may be taken to the Provost.

Some of the major holidays occurring on weekdays during the current academic year are:

Monday, Tuesday, October 2, 3  
Wednesday, October 11  
Monday, Tuesday, October 16, 17  
Monday, Tuesday, October 23, 24  
Friday, April 13  
Thursday, Friday, April 12, 13  
Wednesday, Thursday, April 18, 19

Rosh Hashanah  
Yom Kippur  
First days of Succoth  
Concluding days of Succoth  
Good Friday  
First days of Pesach  
Concluding days of Pesach

## Grades

The grading system is as follows:

A+ or A, excellent; A- or B+, good; B or B-, average; C+ or C, passing; C-, poor but passing; F, Failure.\*

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\*Failure to obtain a passing grade will be sufficient reason for asking a student to repeat the course or to resign. Students who fail a course but are permitted to remain in the program will be placed on academic probation for the term following the course failure.

**Pass-Fail Grades:** undergraduate students may elect the Pass-Fail grading option for up to 8 courses or a total of 28 points. All courses in the major must be taken for letter grades. Grades of P are not included in the grade-point average; however, grades of F are included. Students who wish to elect a pass-fail grade must secure written approval from their academic advisers by November 15 in the autumn term and March 22 in the spring term.

The grade of D, poor but passing, is used by other divisions of the University. No more than 15 points of D work will be credited toward the bachelor's degree. Credit for D work is accepted only for courses taken at Columbia University.

The mark of F\* (failure due to unofficial withdrawal) is assigned to a student who discontinues attendance in a course without formally notifying the Office of the Registrar.

The mark of ABS (authorized absence from an examination) is given by the instructor with the approval of the Office of the Assistant Dean to those students who for imperative reasons are unable to take the final examination. If a student is unable to attend the final examination because of illness or some other emergency, he or she must, to receive the mark of ABS, communicate with the instructor before the examination. The student must remove the ABS during the term following the one in which it was received, otherwise the ABS will be changed to F.

The mark of INC (incomplete) is given by the instructor with the approval of the Office of the Assistant Dean and only under special circumstances. Deadlines for completion of course work should be arranged between instructor and student, but unless removed by completion of the required work within one year of the date of the final examination in the course for which the incomplete was granted, the INC will be changed to F. A student with more than two INC's on his or her record will not be permitted to register for the following term.

In the computation of grade averages, marks for courses are awarded quality points on the following scale: A = 4, B = 3, C = 2, D = 1, F = 0. For each plus or minus unit an adjustment of +0.3 or -0.3 is made.

## Academic Standards

In order to continue in good standing, undergraduate students must maintain a 2.00 (C) average. All course grades in the major must be at the C- level or above. A student who fails to maintain these standards is placed on academic probation for one term. If grades do not improve during that term a student may be asked to withdraw from the program.

Graduate maternity students must master the content and clinical portions of each module in sequence in order to continue in this program. A grade average of B must be maintained in all other courses.

All graduate students must earn a B in each clinical course and a B average in theoretical courses. Registration in an advanced clinical course requires successful completion of the preceding clinical course. Any deviation from this policy requires written approval from the director of the program.

## Dean's List

During each academic term, undergraduate students who have earned an average of 3.3 (B+) or higher in 12 or more points of letter credit for the preceding term are placed on the Dean's List. Students who have received grades of D, F, INC, or ABS during the term are not eligible for consideration. Any student who has earned a B+ average but has failed to receive notification at the appropriate time of having been placed on the Dean's List should notify the Office of the Assistant Dean.

## Academic Discipline

The continuance of each student upon the rolls of the University, the receipt of academic credits, graduation, and the conferring of any degree or the granting of any certificate are strictly subject to the disciplinary powers of the University.

## Conduct

All members of the University community, its visitors and guests, are governed by the Rules of University Conduct, which apply to all demonstrations, including rallies and picketing, that take place on or at a University facility. It is the student's responsibility to be aware of all provisions, regulations, and procedures contained in the Rules. Copies are available in the Office of the University Senate, 406 Low Memorial Library.

## Honor Code

Academic and intellectual integrity are accepted principles in the nursing profession. An honor code, created and administered by the student body, is the formal acknowledgment of this understanding in the School. Each student is expected to abide by it.

## Fees

The following fees, prescribed by statute, are subject to change at the discretion of the Trustees.

Tuition is payable each term in advance and as part of registration. The health service fee and the Student Accident and Health Insurance premium are payable at registration each autumn and spring term as indicated below. The annual hospital insurance premium is payable at registration in September. If these fees are paid after the last day of registration (see *Academic Calendar*), they will not be reduced, and a late fee of \$10 will be imposed. Checks for tuition and fees should be made payable to Columbia University.

## Tuition

<i>Undergraduate students:</i> Autumn or spring (per term)	\$2,340.00
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### *Graduate students:*

For all courses, per point	164.00
With the proviso that the fee for a full-time program in the autumn or spring, per term, is	2,450.00

## Health Service Fee

For all full-time students

<i>Freshmen and sophomores:</i> Autumn term	\$26.00
Spring term	26.00

*Juniors, seniors, and  
graduate students:*

Autumn and spring terms

Single	215.00
Married	430.00
Family	560.00



## Student Accident and Health Insurance and Hospital Insurance Premiums

### Student Accident and Health Insurance premium

<i>Freshmen and sophomores:</i> Autumn term	\$30.00
Spring term	50.00

### Hospital insurance premium

<i>Juniors, seniors, and graduate students:</i>	Per year	
Single		143.00
Family		343.00

The student health service fee contributes to the cost of operating the Student Health Service. Students are also required to be covered by a hospitalization plan. Freshmen and sophomores pay the Student Accident and Health Insurance. Juniors, seniors, and graduate students pay the hospital insurance fee, which covers the annual premium of the Associated Hospital Service of New York. Participation in these programs is compulsory for all full-time students; students who already carry hospital insurance, however, and who show proof of comparable coverage at Registration, will be charged the health service fee only. Dependents of students may acquire hospital insurance coverage and are eligible to receive the benefits of the health service program upon payment of additional fees. Students should consult the Student Accounting Division, Room 1-141, Black Building, for further information on dependent coverage.

## Application Fees and Late Fees

Application for admission	\$25.00
Late registration	10.00
Late application, or late renewal of application, for a degree	10.00

## Withdrawal and Adjustment of Fees

Any student wishing to withdraw from the University, who is in good academic standing and not subject to discipline, will always be given an honorable discharge. For those under twenty-one years of age, the Assistant Dean must first receive the written consent of their parent or guardian.

Any adjustment of the tuition that the student has paid is reckoned from the date on which the Registrar receives the student's written notification. The health service fee, application fees, late fees, and special fees are not subject to rebate. Up to and including the second Saturday after the first day of classes, tuition will be retained in the following amount:

Full-time study	\$50.00
Part-time study	25.00

After the second Saturday after the first day of classes in the term, the above amount is retained, plus an additional percentage of the remaining tuition (as indicated in the adjustment schedule below), for each week, or part of a week, of the term up to the date on which the student's written notice of withdrawal is received by the Registrar.



## Adjustment Schedule

	<i>Minimum Fees Retained</i>	<i>Percentage of Remaining Tuition Retained</i>
Second Saturday after first day of classes	\$25 or \$50	0
Week following second Saturday after first day of classes	25 or 50	10
Second following week	25 or 50	20
Third following week	25 or 50	30
Fourth following week	25 or 50	45
Fifth following week	25 or 50	60
Sixth following week	25 or 50	75
Seventh following week	25 or 50	90
Eighth following week	25 or 50	100 (no adjustment)

## Application or Renewal of Application for a Degree

Degrees are awarded three times a year—in October, January, and May. A candidate for any Columbia degree (except the doctoral degree) or for a certificate must file an application with the Registrar, 630 West 168th Street. In the 1978-1979 academic year, the last day to file for an October degree is August 1; for a January degree, November 3; and for a May degree, February 19. A late fee of \$10 will be charged after these dates and until the expiration of the late filing period for each conferral date (September 7 for October degrees, December 8 for January degrees, April 9 for May degrees). Applications received *after* the late filing period will automatically be applied to the next conferral date.

If the student fails to earn the degree by the conferral date for which he or she has made application, the student may renew the application. A \$10 late fee will be charged for late filing of renewals of applications according to the same schedule as for original applications (see above).

## Requests for Transcripts

Transcripts may be requested by writing to the Office of the Registrar, Room 1-138, Black Building, 630 West 168th Street, New York, N.Y. 10032. *Official* transcripts must be sent by the University directly to an official address such as another university, a college, a business firm, or a government agency. However, a student may request an unofficial transcript (stamped "Student Copy"). There is a charge of \$2 for each transcript requested except those which are sent between offices of Columbia University. Checks accompanying transcript requests should be made payable to Columbia University.

## Estimated Expenses

In addition to the tuition and fees given above the approximate cost for the course is as follows:

Room in Eli White Hall	
Freshmen and sophomores (two terms)	\$1,205.00
Room in Maxwell Hall	
Juniors and seniors: (two terms)	\$1,205.00

Board plan (two terms) *	750.00
Books, per year	300.00
Transportation, per term	50.00-100.00
Uniforms	
Men	75.00
Women	85.00
Supplemental uniforms†	30.00
Miscellaneous expenses on entrance	
Orientation: freshman	50.00
junior	30.00
Student Association dues, year book, etc.	20.00
Miscellaneous expenses for returning students (autumn term)	15.00
Approximate graduation expenses	75.00

The charges for room and board are payable at registration and are not refundable after the first day of classes in each term.

The transportation expense listed above is an estimate of charges for public transportation between campus locations and to and from clinical practice sites.

Students are responsible for laundry and maintenance of uniforms and costs associated with this.

## Financial Aid

Scholarships, loans, employment opportunities, and other sources of financial aid based on need are available to students while enrolled in the School of Nursing at Columbia University.

Funds are available through a variety of sources including alumnae and friends of the School, foundations, government agencies, civic groups, and voluntary organizations. An annual benefit sponsored by a committee of parents, faculty wives, and friends of the School provides aid to several students each year.

The School is particularly concerned that no worthy student who meets its admission requirements should be denied a nursing education because of insufficient funds. However, financial aid depends upon a careful evaluation of all the resources available to the students and to the School.

## Financial Aid Administered by the School of Nursing

Financial aid for students accepted for admission or enrolled in the School is in the form of scholarships, grants, loans, and part-time employment.

Awards are made annually, primarily on the basis of financial need. Students are required to file a renewal application for each year.

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\*Fee provides scrip which can be spent as desired in any of the University dining halls. Meals are available Monday through Friday, excluding holidays and holiday periods. The meal plan is optional.

†Students must also provide a navy-blue or black tailored cloth coat, the cost of which is not included in this estimate.

Scholarships and grants carry no obligation for repayment.

Income from the following endowments provide for several partial scholarships:

VIVIAN B. ALLEN SCHOLARSHIPS

MARGARET E. CONRAD SCHOLARSHIPS

NELLIE ALDEN FRANZ SCHOLARSHIPS

ELEANOR LEE SCHOLARSHIPS

JANE MC ALLISTER SCHOLARSHIPS

BARRET MONTFORT SCHOLARSHIPS

SAMUEL J. MORITZ SCHOLARSHIPS

PRUDENTIAL INSURANCE COMPANY OF AMERICA SCHOLARSHIPS

DEAN SAGE SCHOLARSHIPS

MARY SENCINDIVER SPECHT SCHOLARSHIPS

FREDERICK STURGES, JR., SCHOLARSHIPS

THE TEAGLE FOUNDATION SCHOLARSHIPS

M. LYNN WILLIAMS SCHOLARSHIPS

In addition the School receives annually several gifts from its alumnae and organizations expressing an interest in preparation for health care careers. These include:

AETNA LIFE AND CASUALTY COMPANY SCHOLARSHIPS

THE ALUMNAE ASSOCIATION OF COLUMBIA UNIVERISTY—  
PRESBYTERIAN HOSPITAL SCHOOL OF NURSING, INC.

ANNUAL BENEFIT SCHOLARSHIP FUND

DAVISON-FORMAN FOUNDATION

RUDIN FOUNDATION

SWITZER FOUNDATION

WOMAN'S FLORIST ASSOCIATION, INC.

METROPOLITAN LIFE FOUR-YEAR SCHOLARSHIP

The Metropolitan Life Foundation has established a grant which provides for one full four-year scholarship and stipend to be awarded annually to an entering freshman. The recipient will be determined on the basis of academic achievement, promise of success in the nursing program, and need.

## Application Procedures

An applicant for financial aid must apply on the forms supplied by the School of Nursing. An application must be accompanied by the supporting data requested through the College Scholarship Service, a unit of the College Entrance Examination Board. Both forms may be obtained from the School of Nursing, Office of Financial Aid. *Incomplete applications will not be processed.*

## Application Deadline

*Applications for financial aid must be filed by December 31. Those filed after January 1 will only be considered for exceptional circumstances and if funds are still available.*

## Alumnae Association Awards

The Columbia University-Presbyterian Hospital School of Nursing Alumnae Association has two endowment funds for scholarships for advanced study in nursing. All School of Nursing alumni are eligible to apply for this assistance.

## Department of Health, Education, and Welfare

DIVISION OF NURSING, PUBLIC HEALTH SERVICE  
MATERNAL AND CHILD HEALTH SERVICE  
NATIONAL INSTITUTES OF MENTAL HEALTH

These agencies provide training grants for graduate study in nursing. The stipends provide for full cost of tuition and fees. Applicants must be recommended by the faculty of the School of Nursing. Additional funds for living expenses will be awarded, if available, on the basis of need. Eligibility for federal scholarships require that the student carry a full academic program, i.e., 12 points.

## New York State Regents Scholarships and Grants

The following are available for any student who has been a legal resident of New York State for the preceding year:

### REGENTS COLLEGE SCHOLARSHIPS

Available yearly for a maximum of four years; may be applied both to college and to the junior and senior years in the School of Nursing.

### REGENTS SCHOLARSHIP FOR BASIC PROFESSIONAL EDUCATION IN NURSING

Available yearly for a maximum of four years; may be applied only to time spent in the School of Nursing.

### REGENTS SCHOLARSHIPS FOR CHILDREN OF DECEASED OR DISABLED VETERANS

Available yearly for a maximum of four years; may be applied both to college and to the junior and senior years in the School of Nursing.

### SCHOLAR INCENTIVE PROGRAM

Awarded to graduate students. Grants depend on need. Eligible students must demonstrate a capacity to pursue a degree or be presently enrolled in college, and must maintain a satisfactory academic record.

### TUITION ASSISTANCE PROGRAM (TAP)

Grants awarded to undergraduate students. Assistance is based on income, with awards ranging from \$100 to \$1,800 annually.

Further information and application forms may be obtained from the New York State Higher Education Services Corporation, Empire State Plaza, Tower Building, Albany, N.Y. 12255.

## Department of Health, Education, and Welfare

### Basic Educational Opportunity Grant (BEOG)

This federal program provides grants to eligible first bachelor's degree students. Awards range in value from \$100 to \$1,600. Applications may be obtained locally or by writing to P.O. Box 84, Washington, D.C. 20044.

## Loans

### State Loans (Federally Guaranteed Loan Program)

Legal residents of the State of New York who are degree candidates are eligible to apply for loans guaranteed by the New York Higher Education Services Corporation. Interest on these loans is not charged while students are enrolled, provided the family's adjusted gross income is less than \$25,000. Interest benefits are available to others if a need to borrow is established. Interest, charged at the rate of 7 percent, and repayment of principal begin nine months after a student ceases to be registered at least half-time.

Eligible students pursuing a B.S. degree may borrow up to \$2,500 annually, with a maximum cumulative limit of \$7,500. Eligible students pursuing a M.S. degree may borrow up to \$5,000 annually with a maximum cumulative limit of \$15,000 for graduate education.

Residents of other states may participate in similar loan plans administered through their state's higher education assistance agency.

Applications and further information may be obtained through local banks.

### Nursing Loans

Under the Nurse Training Act of 1971, eligible undergraduate and graduate students may borrow up to \$2,500 each calendar year, depending on the availability of funds. Interest and repayment begin nine months after the student has completed the program of study. Cancellation for up to five years may be granted for each twelve-month period during which the borrower is continuously employed as a registered nurse in a United States public or nonprofit institution or agency. The amount that will be cancelled is 15 percent of the base amount of the loan for each of three years and 20 percent of the base amount of the loan for the fourth and fifth years of employment.

The federal government has established a program designed to repay all loans that a student acquires to pay for a nursing education. Under this program, the government will repay 60 percent of the balance of all of the educational loans upon completion of two years of continuous full-time practice in an area determined by the government to have a shortage of and need for persons trained as nurses. 85 percent will be repaid for three years of continuous service.

Loans are administered through Columbia University. They are usually awarded on November 15 to help meet spring-term costs. Forms may be obtained from the School of Nursing, Office of Financial Aid, in early September.

Information on private foundation sources of loan funds may be obtained through the School of Nursing.

## Installment Plan

Columbia University has an insured program for meeting educational expenses out of monthly income through the Richard C. Knight Insurance Agency, Inc. The plan provides for monthly installments at low interest rates. Application forms are available from Richard C. Knight Insurance Agency, Inc., 53 Beacon Street, Boston, Massachusetts 02108.



## Student Employment

### H.E.W. – College Work Study

The Work-Study Program, authorized by the Higher Education Act of 1965, is administered by the United States Office Of Education. The work may be within a college or university or for a public or private nonprofit organization. Students may work a maximum of fifteen hours per week during the academic year and up to forty hours per week during vacation periods under this program.

On-campus employment includes almost any kind of work that is useful to the university. Some students may work on the campus grounds; others may serve as faculty aides or as laboratory or library assistants. Off-campus employment includes jobs in health, welfare, recreation, and other nonprofit, public-interest community projects. For example, students may be employed as aides to teachers, as tutors, or as aides in youth activity centers, day-care centers, or neighborhood service centers.

Students may apply in August, or anytime thereafter. Eligibility forms may be obtained from the Financial Aid Office. All jobs are posted at the Student Employment Office in East Hall on the Morningside campus.

### Clinical Workshops

Students who have completed their junior year are eligible to participate in this program. Subject to availability, Presbyterian Hospital will hire these students as nursing assistants in certain of its clinical patient settings. Hours are generally limited to ten each week during the academic year and twenty to thirty-five hours during the summer. Students may also be employed as practical nurses upon completion of prerequisite courses and the passing of the Practical Nurse Licensure Examination.

Licensed professional nurses enrolled in the program may secure employment at the Columbia-Presbyterian Medical Center, or in neighboring hospitals on a part-time or per-diem basis.

## Living Arrangements

Eli White Hall, which is open to freshmen and sophomores, is located at 419 West 114th Street, adjacent to the main campus of Columbia University. Its facilities include laundry rooms, floor kitchenettes, and television rooms. Each student occupies a single room.

Anna C. Maxwell Hall, 179 Fort Washington Avenue, the residence for upperclassmen and graduate students, overlooks the Hudson River, and connects by underground passage with the other buildings of the health science campus. Reception rooms, library, and recreational facilities including a swimming pool are located in this building. Each student occupies a single room.

Students may live outside a residence hall if they are over eighteen years of age or have written parental consent. Students who live in either of the residence halls have the option to subscribe to a board plan. All students who contemplate moving from the residence must give notice to the Office of Student Affairs, 179 Fort Washington Avenue, before the beginning of the next term.

## Student Health Service

Emphasis is placed on the importance of healthful living and the particular significance of this to the nurse as a person and as a health teacher. Through individual and group conferences, as well as student committees of the Student Association, health practices and student activities are carefully considered. Every effort is made to maintain a positive approach to the individual's responsibility for his or her own well-being, both emotional and physical.

The health of the student is closely supervised. Physical examinations are made at regularly scheduled periods and at other times, when necessary, by the physicians of the University Health Services; laboratory investigations are made when indicated. Chest x-ray or tuberculin tests, or both, are done semi-annually.

Students are required to have complete immunization against typhoid, tetanus, smallpox, poliomyelitis, and measles before entering the School. Periodic booster immunizations are given.

Freshmen and sophomores use the University Health Service, 300 John Jay Hall, on the Morningside campus. Juniors, seniors, and graduate students use the Student Health Service, on the street level of Bard Haven Tower 1 (60 Haven Avenue).

All students must carry hospitalization insurance; evidence of such insurance must be presented at registration. Associated Hospital Service of New York insurance (Blue Cross) may be purchased (by upperclassmen and graduate students) through the School. Student Accident and Health insurance may be purchased (by freshmen and sophomores) through the School. (See Fees.) Cost of illness, beyond reasonable limits of outpatient care, and beyond the student's insurance coverage, must be met by the student. The expenses of dental care, eye refraction, continuing psychiatric care, and care of pre-existing conditions must be borne by the student.

## Student Activities

All undergraduate students belong to the Student Association which is governed by an Executive Board. Students also have representation on the University Senate.

The Honor System, which pertains to academic and other aspects of student life, is one of the major responsibilities of the Student Association. All students accept responsibility for maintaining a strong sense of individual and group honor.

A variety of social and cultural activities are organized under the auspices of the Executive Board, including films, parties, and musical programs.

Students are encouraged to participate in the activities held on the Morningside campus at McIntosh Center (Barnard) and Ferris Booth Hall (Columbia College). These student centers contain bowling alleys, ping pong facilities, and snack bars. There are, as well, tennis courts and a pool on the health sciences campus.

On both the Morningside and the health sciences campuses there are opportunities for students who wish to become involved in community affairs.

## Foreign Students

The staff of the Office of the Foreign Student Adviser, 211 Lewisohn Hall, provides advice and counseling to foreign students on such matters as housing, personal and financial problems, and regulations of the United States Immigration and Naturalization Service (visas, extensions of stay, work permission, temporary departure from the United States, transfer from Columbia to another school, termination of study). Information about the various foreign student clubs at Columbia and about opportunities to attend conferences, travel in the United States, and participate in community and cultural activities may be obtained from this Office. Maps of New York City and discount tickets to plays are available.

The staff of the Office of Foreign Student Admissions, 211 Lewisohn Hall, provides information and counseling on University admission, advanced standing, English proficiency examinations, and academic placement.

## National Honor Society of Nursing

In 1964 the Alpha Zeta Chapter of Sigma Theta Tau, the National Nursing Honor Society, was established in the School of Nursing. Membership is by invitation and the selection of students is based on a high standard of performance in the program and on evidence of leadership potential.

## Awards and Prizes, Undergraduate Program

### THE ALPHA ZETA CHAPTER OF SIGMA THETA TAU

A medal of excellence presented to a member of the graduating class who best exemplifies the principles of Sigma Theta Tau and the high ideals of the nursing profession.

### THE MARGARET ELIOT PRIZE

Given in honor of a former Director of Nursing by her sister, Mrs. William A. Forbes, and awarded to the senior nursing student who most nearly combines professional competence, capacity for leadership, and wholehearted compassion for patients.

### THE ARLENE MEYERS AWARD

Given in memory of a former head nurse in the Labor and Delivery Room by her family and by members of the Nursing and Medical Staffs of Sloane Hospital for Women. It is awarded to a member of the graduating class who has demonstrated professional competence and a sincere interest in maternity nursing.

### THE JACKSON PRIZE FOR EXCELLENCE IN NURSING CARE OF THE ACUTELY ILL SURGICAL PATIENT

Awarded to a member of the graduating class who has demonstrated interest, achievement, and professional competence in the care of acutely ill surgical patients. The award is given by an alumna and former faculty member of the School of Nursing, and her husband.

### THE SISTER JOSEPH IGNATIUS PRIZE

Named for a nurse who is making a major contribution to the care of people. It is awarded to the senior nursing student who best combines a sound knowledge-base with compassion and technical competence in the care of the orthopedic patient. The award is given by an alumna of the School of Nursing.

### THE ROSE DRISCOLL AWARD

Given annually as an incentive to a student beginning his/her senior year in the baccalaureate program in nursing, who has demonstrated pride in becoming part of the nursing profession and is striving toward high ideals in his/her own practice and behavior.

### THE CATHERINE C. CHESNEY AWARD

Given annually to a student concluding his/her junior year who has demonstrated, in addition to proficiency in the technical skills of nursing, those distinctive humane qualities which are essential dimensions of patient care. This award is given by the family of the late Ezra M. Stiles in honor of Miss Catherine C. Chesney who, during her sickroom care for Mr. Stiles, exemplified the sensitivity and compassion so vital to the healing process, which this award recognizes.

## Graduation

At the Commencement exercises of the University the degree of Bachelor of Science or Master of Science is conferred upon students who have fulfilled the respective requirements of the School of Nursing. Degrees are awarded in October, January, and May (see under *Fees—Application or Renewal of Application for a Degree*).

The state license to practice nursing (R.N.) entitles the graduate to membership in the American Nurses Association, the National League for Nursing, and other professional organizations.

## Qualifications for Practice

In most states it is necessary for a nurse to be licensed in order to practice nursing. Graduates of the School of Nursing are eligible for licensure in all states. Licensure is obtained through satisfactory performance on the licensing examination prescribed by the state. The nurse then

registers the license and is known as a Registered Nurse (R.N.). Licensure in one state entitles a qualified holder to licensure by endorsement in other states.

Graduates of the master's degree program in maternity nursing-nurse midwifery are eligible to take the National Certification Examination in nurse-midwifery offered by the American College of Nurse-Midwifery.

Graduates of the master's degree program in pediatric nursing are eligible to take national certification examinations for pediatric nurse practitioners.







## The Morningside Campus & Environs



[illegible]

(DETACH HERE)

**SCHOOL OF NURSING**

Complete and return with check or money order for \$25 made payable to COLUMBIA UNIVERSITY to:  
Office of Admissions, Columbia University, School of Nursing, 179 Ft. Washington Ave., New York, New  
York 10032. The application fee is not refundable.

Application for Admission for September 19\_\_\_\_, Part I

**PLEASE  
PRINT OR  
TYPE**

(Check one) ☐ BACCALAUREATE DEGREE

## MASTER'S DEGREE

☐ Fresh. ☐ Jr. Trans.☐ Grad. Nurse☐ Adult Nurse Practitioner ☐ Mat.-Midwifery☐ Soph. ☐ Col. Grad.

Full Time \_\_\_\_\_

☐ Ped. Nurse Practitioner    ☐ Perinatal

Part Time \_\_\_\_\_

☐ Psych.-Com.Men.Hlth.☐ Adult ☐ Child

Mr

1911. 1410.

MISS

Soc. Sec. No. \_\_\_\_\_

Present Address \_\_\_\_\_  
 Last First Middle  
 Telephone ( ) \_\_\_\_\_

Street \_\_\_\_\_

Telephone—work ( \_\_\_\_\_ ) \_\_\_\_\_

City \_\_\_\_\_ State \_\_\_\_\_ Zip \_\_\_\_\_

Permanent Address \_\_\_\_\_

Telephone ( )

City \_\_\_\_\_ State \_\_\_\_\_ Zip \_\_\_\_\_ Telephone \_\_\_\_\_

Date of Birth \_\_\_\_\_ U.S. Citizen? \_\_\_\_\_ Other \_\_\_\_\_

\_\_\_\_\_  
Last School Attended

\_\_\_\_\_  
Degree

\_\_\_\_\_  
Year

For office use only

Applicant

Name \_\_\_\_\_

Last

## First

Middle

Acc	PWL	WL	R	INC	D	WD	DP	RN	F	S	J	C	M
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18

**Applicant Name** \_\_\_\_\_ Last \_\_\_\_\_ First \_\_\_\_\_ Middle \_\_\_\_\_  
**For Graduate Nurses only:** License No. \_\_\_\_\_ State \_\_\_\_\_ Date Rec. \_\_\_\_\_ / \_\_\_\_\_ / \_\_\_\_\_

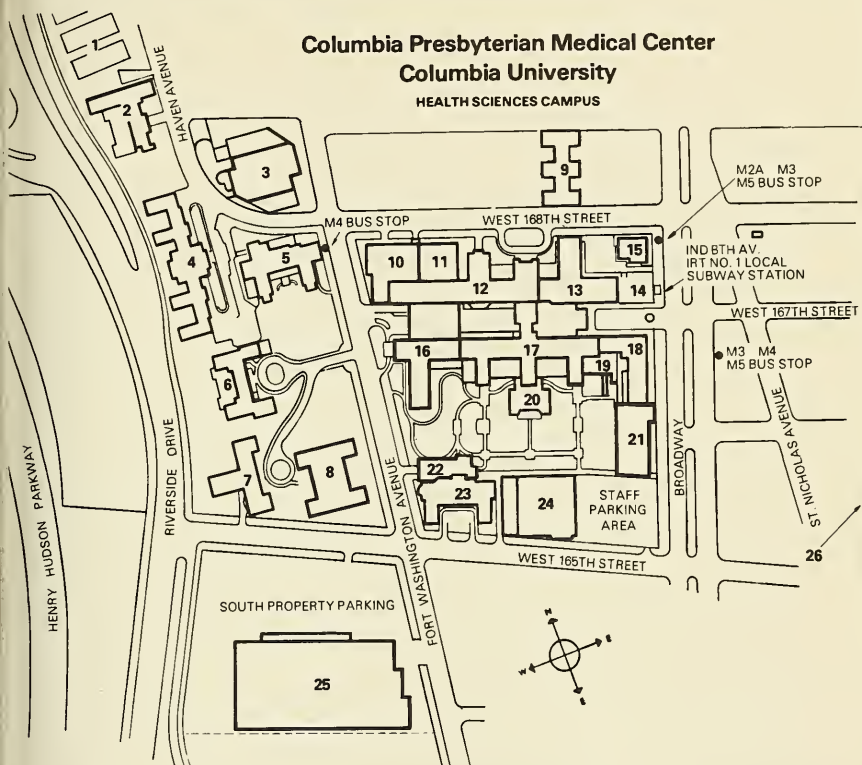
**All Applicants:** ☐ PARENT ☐ GUARDIAN ☐ SPOUSE  
Address \_\_\_\_\_ Last \_\_\_\_\_ First \_\_\_\_\_ Middle \_\_\_\_\_  
\_\_\_\_\_ Street \_\_\_\_\_ Telephone (\_\_\_\_) \_\_\_\_\_ City \_\_\_\_\_  
\_\_\_\_\_ State \_\_\_\_\_ Zip \_\_\_\_\_

**For Office Use Only**

Fee \_\_\_\_\_ HST \_\_\_\_\_ SAT V \_\_\_\_\_ M \_\_\_\_\_  
Int. \_\_\_\_\_ CT \_\_\_\_\_ ACH. \_\_\_\_\_  
HC \_\_\_\_\_ GRE V \_\_\_\_\_ M \_\_\_\_\_  
TR \_\_\_\_\_ MAT \_\_\_\_\_  
PR \_\_\_\_\_ GSAE Rdg. \_\_\_\_\_ C. & S. \_\_\_\_\_ CEE \_\_\_\_\_  
Math \_\_\_\_\_

A \_\_\_\_\_  
M \_\_\_\_\_  
ML \_\_\_\_\_  
FA \_\_\_\_\_  
MDN \_\_\_\_\_  
MDN \_\_\_\_\_

# Columbia Presbyterian Medical Center Columbia University HEALTH SCIENCES CAMPUS



- |   |   |  |
|---|---|--|
| Alumni Auditorium                                       | <b>9</b> Georgian Nurses Residence                                      | <b>5</b> The Neurological Institute of New York  |
| Dana W. Atchley Pavilion                                | <b>22</b> Edward S. Harkness Eye Institute                              | <b>6</b> School of Nursing   |
| The Babies Hospital                                     | <b>23</b> Eye Institute Research Laboratories                           | <b>25</b> Parking facilities   |
| Babies Hospital Research, Teaching, and Office Addition | <b>7</b> Harkness Memorial Hall   | <b>17</b> Presbyterian Hospital<br>New York Orthopedic Hospital<br>Sloane Hospital for Women<br>Squier Urological Clinic |
| Bard Hall Medical Student Residence                     | <b>16</b> Harkness Pavilion   | <b>4</b> New York State Psychiatric Institute  |
| Bard Haven Towers                                       | <b>20</b> Pauline A. Hartford Memorial Chapel                           | <b>4</b> Psychoanalytic Clinic   |
| William Black Medical Research Building                 | <b>3</b> Health Sciences Center-Augustus Long Library                   | <b>15</b> School of Public Health  |
| Institute of Cancer Research                            | <b>3</b> Institute of Human Nutrition                                   | <b>19</b> Radiotherapy Center  |
| Cancer Research Center                                  | <b>2/12</b> International Institute for the Study of Human Reproduction | <b>13</b> Vanderbilt Clinic  |
| Central Service Building                                | <b>6</b> Anna C. Maxwell Hall, School of Nursing Residence              | <b>14</b> Vanderbilt Clinic Addition   |
| College of Physicians and Surgeons                      |   |  |
| Center for Community Health Systems                     |   |  |
| School of Dental and Oral Surgery                       |   |  |





The Faculty of Medicine  
SCHOOL OF NURSING

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# Columbia University Bulletin

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1979-1980

**To Communicate with the School**

**ADDRESS INQUIRIES TO:**

School of Nursing  
179 Fort Washington Avenue  
New York, N.Y. 10032

**Telephone:**

(Area code 212) 694-5756

**Application Form:**

See the back of this bulletin.

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**Postmaster: Send Form 3579 to Columbia University Bulletin, 303 Journalism Building, New York, N.Y. 10027**

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The Faculty of Medicine  
School of Nursing

# Columbia University Bulletin

Baccalaureate Program in Nursing  
Master's Programs in Clinical Nursing

**1979-1980**

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# Academic Calendar, 1979-1980

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## Major Religious Holidays

*See Registration, Expenses, and Other Information—Attendance and Length of Residence for a statement of University policy regarding religious holidays.*

## 1979

### AUGUST

- 1 Wednesday.\* Last day to apply or reapply for all October degrees (see September 6).
- 30 Thursday, through Monday, September 3. Freshman Orientation.

### SEPTEMBER

- 3 Monday. Labor Day. Holiday.
- 4 Tuesday. Orientation for junior and graduate students.
- 4-5 Tuesday-Wednesday.† Registration, including payment of fees, for the Autumn term.
- 6 Thursday. Autumn term classes begin.
- 6 Thursday. Last day to file *late* application for October degrees.
- 10 Monday. First day to change programs and to apply to audit courses.
- 14 Friday. Last day to change programs and to apply to audit courses. **No adjustments of fees for individual courses dropped after this date.**

### OCTOBER

- 24 Wednesday. Award of October degrees.

### NOVEMBER

- 2 Friday.\* Last day to apply or reapply for January degrees (see December 7).
- 5 Monday. Academic holiday.
- 6 **Tuesday. Election Day. Holiday.**
- 15 Thursday. Last day to drop courses.
- 22-25 **Thursday-Sunday. Thanksgiving holidays.**

### DECEMBER

- 3-4 Monday-Tuesday. Early registration for the Spring term. Students may also register during general registration (see January 17-18).
- 7 Friday. Last day to file *late* application for January degrees.
- 12 Wednesday. Last day of classes.
- 13 Thursday. Study day.

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\*Students who apply after this date must pay a late fee.

†Students allowed to register after the period specified must pay a late fee.



14-21 Friday-Friday. Examination period.

21 Friday. Autumn term ends.

22 **Saturday, through January 16, 1980, Wednesday. Winter holidays.**

1980

# JANUARY

17-18 Thursday-Friday.\* Registration, including payment of fees, for Spring term.

21 Monday. Spring term classes begin.

23 Wednesday. Award of January degrees.

24 Thursday. First day to change programs and to apply to audit courses.

30 Wednesday. Last day to change programs and to apply to audit courses. **No adjustment of fees for individual courses dropped after this date.**

# FEBRUARY

18 Monday.† Last day to apply or reapply for May degrees (see April 3).

# MARCH

9-16 **Sunday-Sunday. Spring holidays.**

20 Thursday. Last day to drop courses.

# APRIL

3 Monday. Last day to file *late* application for May degrees.

21-22 Monday-Tuesday. Early registration for the summer term. Students may also register during general registration period (see May 16).

30 Wednesday. Last day of classes.

# MAY

1 Thursday. Study day.

2-9 Friday-Friday. Examination period.

9 Friday. Spring term ends.

11 **Sunday. Baccalaureate Service.**

14 **Wednesday. Conferring of degrees.**

16 Friday.\* Registration, including payment of fees, for summer term.

19 Monday. Summer term. Classes begin.

26 **Monday. Memorial Day. Holiday.**

# JULY

4 **Friday. Independence Day. Holiday.**

11 Friday. Summer term ends.

\*Students allowed to register after the period specified must pay a late fee.

†Students who apply after this date must pay a late fee.

# Officers of Administration

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WILLIAM J. MCGILL, Ph.D., LL.D., L.H.D. *President of the University*

MICHAEL I. SOVERN, L.L.B. *Executive Vice President for Academic Affairs and Provost of the University*

PAUL A. MARKS, M.D. *Vice President for Health Sciences*

FREDERICK B. PUTNEY, Ph.D. *Assistant Vice President for Health Sciences Administration*

JOHN A. FIORILLO, M.A. *Assistant Vice President for Health Sciences Administration*

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JOHN H. BRYANT, M.D. *Associate Dean (Public Health)*

JOSE M. FERRER, M.D. *Associate Dean for Postgraduate Education*

HELEN F. PETTIT, M.A. *Associate Dean (Nursing)*

NORMAN B. TOY, D.B.A. *Associate Dean for Administrative Affairs*

BERNARD D. CHALLENGER, M.D. *Associate Dean for Hospital Affairs*

INEZ E. KLINCK, B.A. *Assistant Dean for Academic Administration*

## Faculty Council

Abramson, Maxwell

Andree, Ronald A.

April, Ernest W.

Ashley, Charles A.

Balazs, Endre A.

Bank, Arthur

Batt, Ellen R.

Battin, Patricia

Beekman, Robert S.

Bendixen, Henrik H.

Bernstein, Michael

Bertsch, Robert G.\*

Bigger, J. Thomas, Jr.

Blancato, Louis S.

Blank, Martin

Bloom, Arthur D.

Blumenfeld, Thomas A.

Braham, Stanley B.

Branwood, A. Whitley

Bredice, Marjorie A.

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Campbell, Charles J.

Canfield, Robert E.

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Challenor, Bernard

Clark, Noreen C.

Cohen, Herbert I.

Correll, James W.

Davis, William J.

Denton, John R.

Dillon, Thomas F.

Downey, John A.

Druss, Richard G.

Edelman, I.S.

Eisert, Jack

Engelhardt, Dean L.

Estes, Dorothy

Feigelson, Philip

Feldman, Frieda

Felton, Charles

Ferin, Michel J.

Ferrer, Jose M.

Finster, Mieczyslaw

Fiorillo, John

Fleiss, Joseph L.

Gambuti, Gary

Garcia, Alexander

Garrett, Alice

Garvey, Glenda

Gates, Marguerite J.

Gershon, Michael D.

Ginsberg, Harold S.

Gold, Allen M.

Goldman, Fred

Goodman, DeWitt S.

Goodman, Reba M.

Grantham, S. Ashby

Greenbaum, Lowell M.

Greenberg, Carolyn P.

Griffiths, Sylvia P.

Gurland, Barry J.

Hamilton, Lloyd A., Jr.

Hansen, Holger H.

Hanson, Ronald L.

Harber, Leonard C.

Hoffman, Brian F.

Hofman, Frederick G.

Housepian, Edgar M.\*

Iaquinta, Frank E.

Ishii, Douglas N.

Jaffe, Jerome H.

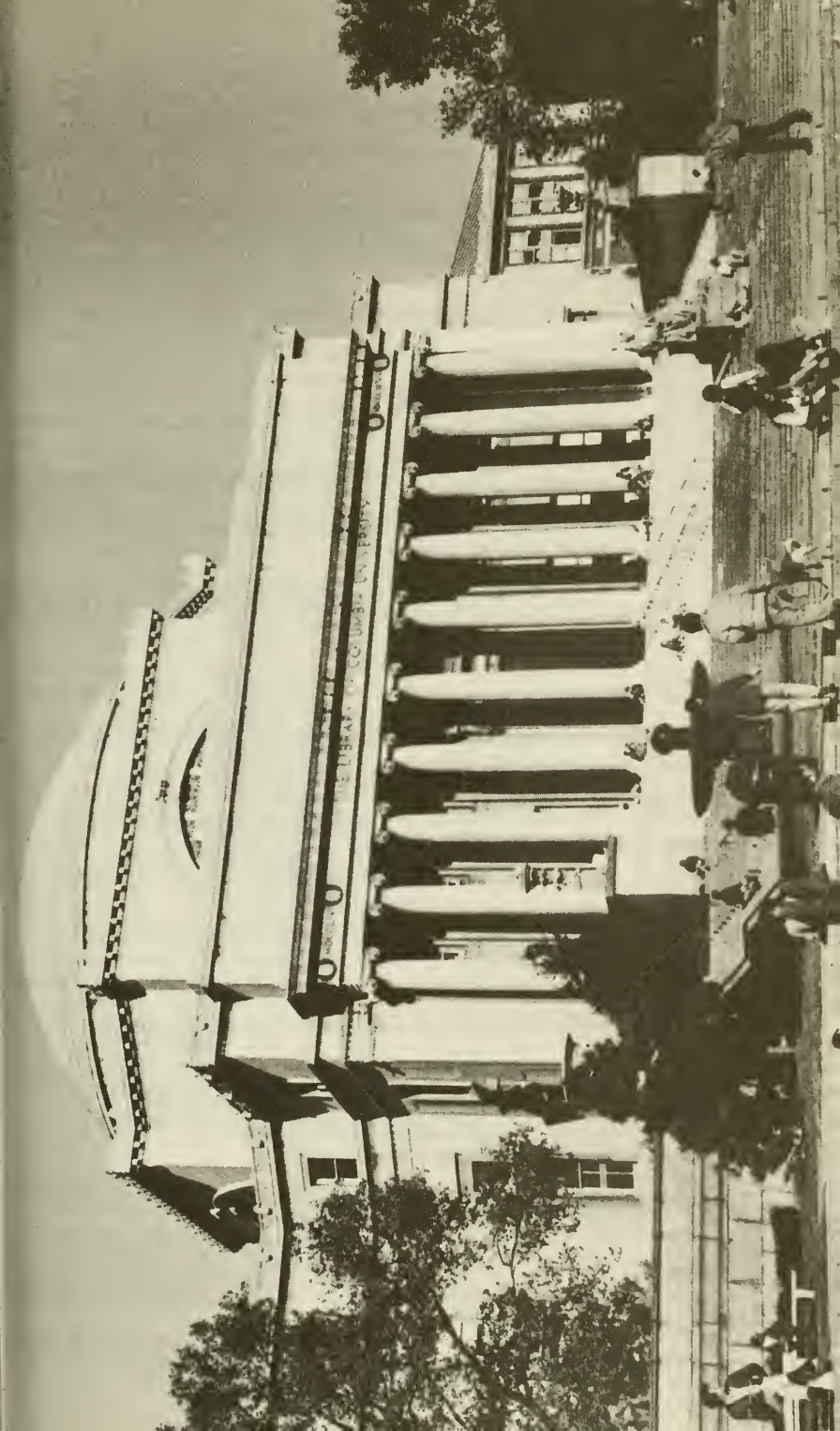
Jagiello, Georgiana M.\*

Jaretzki, Alfred III

Jewelewicz, Raphael

Johnson, Philip M.

Jones, Ira S.	Osserman, Elliott F.	Sovern, Michael I.
Kanick, Virginia	Penn, Audrey S.	Spector, Abraham
Karlin, Arthur	Perel, James M.	Spiegelman, Sol
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Kellett, Anne E.	Pettit, Helen F.	Susser, Mervyn W.
Kelly, Lucie S.	Pierce, James A.	Taggart, John V.
King, Donald W.	Pines, Kermit L.*	Tapley, Donald F.
King, Thomas C.	Pitt, Jane	Terenzio, Joseph V.
Klinck, Inez E.	Puchner, Peter J.	Thompson, Gerald A.
Knowlton, Abbie I.	Putney, Frederick B.	Tonndorf, Juergen
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Lattimer, John K.	Rapport, Maurice M.	Tretter, Patricia K.
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Levine, Richard U.	Rifkind, Richard A.	Vande Wiele, Raymond L.
Lewis, Linda	Rosen, Michael R.	Walther, Robert
Lo Gerfo, Paul	Rosenberg, Stephen N.	Warburton, Dorothy P.
Mac Millan, Roger W.	Rosenberger, John	Warren, Luch DeS.
Marks, Paul A.	Ross, John A.	Weiss, Harvey J.
Mc Gill, William J.	Rowland, Lewis P.	Weiss, Robert J.
Michelsen, W. Jost	Rudolph, Mac	Wertheim, Arthur R.
Mignogna, Frank V.	Ryder, Charles T.	Wethers, Doris L.
Miller, Orlando J.	Sachar, Edward J.	Wichern, Walter A.
Minogue, William F.	Schachter, David	Wiedel, Philip D.
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Myers, Stanley J.	Seaman, William B.	Williams, Alexander H.
Nash, Martin A.	Sheehy, L. Michael	Winick, Myron
Neuwirth, Robert S.	Silva, Fred	Young, Charles S.
Nunez, Eladio A.	Sitarz, Anneliese L.	Zimmerman, Earl A.





# Officers of Instruction

---

ANN M. EARLE. *Professor of Nursing; Chairman—Division of Psychiatric Nursing; Program Director, Graduate Program in Psychiatric-Community Mental Health Nursing*  
B.S., New York University, 1952; Ed.D., 1969; Graduate, Bridgeport Hospital School of Nursing, 1947

LUCIE S. KELLY. *Professor of Nursing in Public Health*  
B.S.N., Pittsburgh, 1947; M.Litt., 1957; Ph.D., 1965; Graduate, University of Pittsburgh School of Nursing, 1947

HELEN F. PETTIT. *Professor of Nursing; Associate Dean*  
B.S., Columbia, 1940; M.A., New York University, 1952; Graduate, Presbyterian Hospital School of Nursing, 1936

CONSTANCE P. CLEARY. *Associate Professor of Nursing; Program Coordinator—Undergraduate*  
B.S., New York University, 1953; M.A., Columbia, 1958; M.Ed., 1973; Graduate, Bellevue Hospital School of Nursing, 1946

MARTHA E. HABER. *Associate Professor of Clinical Nursing*  
B.S., Columbia, 1949; M.A., 1959; Graduate Department of Nursing, Faculty of Medicine, 1949

EUNICE C. MESSLER. *Associate Clinical Professor of Nursing; Chairman—Division of Maternal-Child Health Nursing; Program Director, Graduate Program in Perinatal Nursing*  
M.N., Western Reserve, 1956; M.A., Columbia, 1963; Ed.D., 1974; Graduate, Frances Payne Bolton School of Nursing, 1956

MARY R. BARONE. *Assistant Professor of Clinical Nursing*  
B.S., New York University, 1961; M.A., 1965; M.Ed., Columbia, 1974; Graduate, Moses Taylor Hospital School of Nursing, 1952

BARBARA J. DECKER. *Assistant Professor of Nursing; Program Director, Graduate Program in Maternity Nursing-Nurse-Midwifery*  
B.S., Columbia, 1960; M.A., 1973; Graduate, Department of Nursing, Faculty of Medicine, Columbia, 1960.

BERNICE R. DERBY. *Assistant Professor of Clinical Nursing; Clinical Coordinator, Maternity Nursing*  
B.S. Columbia, 1946; M.S., Western Reserve, 1958; Graduate Department of Nursing, Faculty of Medicine, Columbia, 1946

CHARMAINE J. FITZIG. *Assistant Professor of Nursing; Community Health Nursing Area Coordinator*  
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**JANE F. McCONVILLE.** *Assistant Professor of Clinical Nursing; Clinical Coordinator, Pediatric Nursing*  
B.S., Columbia, 1951; M.A., 1959; Graduate Department of Nursing, Faculty of Medicine, 1951

**LORETTA A. VERDISCO.** *Assistant Professor of Clinical Nursing; Medical-Surgical Nursing Area Coordinator*  
B.S., Columbia, 1958; M.A., 1964; Graduate, Department of Nursing, Faculty of Medicine, 1958

## Biological and Physical Sciences

**ELLEN R. BATT.** *Assistant Professor of Physiology (assigned to Nursing)*  
B.A., Barnard, 1956; M.A., Columbia, 1959; Ph.D., 1967

**DOLORES A. FERNANDEZ.** *Associate in Nursing*  
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## Medical-Surgical Nursing

**ANNE E. KELLETT.** *Assistant Professor of Nursing*  
B.S., Fordham, 1951; B.S., Columbia, 1957; M.A., New York University, 1972; Graduate, Department of Nursing, Faculty of Medicine, Columbia, 1957

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B.S., Columbia, 1967; M.Ed., 1970; Ed.D., 1976; Graduate, St. Clare's Hospital School of Nursing, 1962

**ELIZABETH A. MAHONEY.** *Assistant Professor of Clinical Nursing*  
B.S., Boston College, 1963; M.S., Hunter, 1967; M.Ed., Columbia, 1977; Graduate, Boston College School of Nursing, 1963

**MARY V. SMITH.** *Assistant Professor of Nursing*  
B.S.Ed., State College at Fitchburg (Massachusetts), 1958; M.Ed., Columbia, 1969; Graduate, Burbank Hospital School of Nursing, 1958

**LORETTA A. VERDISCO.** *Assistant Professor of Clinical Nursing*  
B.S., Columbia, 1958; M.A., 1964; Graduate, Department of Nursing, Faculty of Medicine, 1958

**AURORA D. VILLAFUERTE.** *Assistant Professor of Nursing*  
B.S., Philippines, 1959; M.S., Catholic, 1967; M.Ed., Columbia, 1977

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B.S., Columbia, 1968; M.A., Columbia, 1975; Graduate, Department of Nursing, Faculty of Medicine, 1968

PHYLLIS LISANTI. *Instructor in Nursing*

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MARIANNE MARCUS. *Instructor in Nursing*

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MIRIAM A. McCORMICK. *Instructor in Clinical Nursing*

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EILEEN M. QUINLAN. *Instructor in Nursing*

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BRENDA H. SALAKKA. *Instructor in Nursing*

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## Maternal Child Health Nursing

EUNICE C. MESSLER. *Associate Clinical Professor of Nursing*

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NANCY W. KULB.\* *Associate in Nursing*

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B.A., Queens, 1976; M.P.H., Columbia, 1979; Graduate, Elizabeth General Hospital, 1962

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B.S., City College (N.Y.), 1973; M.S., Columbia, 1976

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## Pediatric Nursing

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LUCILLE D. TEARE. *Assistant Professor of Nursing*  
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B.S., Columbia, 1969; P.N.P., Presbyterian Hospital, 1974; M.P.H., Columbia, 1975; Graduate, Department of Nursing, Faculty of Medicine, 1969

MARY A. MEGAL. *Associate in Nursing*  
B.S., St. Olaf, 1967; M.S., Arizona State, 1973; Graduate, Department of Nursing, St. Olaf College, 1967

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DOROTHY ALBRITTEN. *Instructor in Nursing*  
B.S., Wayne State, 1970; M.S.N., Seton Hall, 1978

SUSAN C. BLUMENTHAL. *Instructor in Clinical Nursing*  
B.S., Adelphi, 1973; M.A., Columbia (Teacher's College), 1976; M.S., Pittsburgh, 1978; Graduate, Department of Nursing, Nassau Community College, 1970

MARGARET J. GREY. *Instructor in Nursing*  
B.S., Pittsburgh, 1970; M.S., Yale, 1976

CAROLYN S. RUDA. *Instructor in Nursing*  
B.S., Department of Nursing, Faculty of Medicine, Columbia, 1965; M.A., New York University, 1973

## Psychiatric Nursing

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MARILYN C. JAFFE. *Assistant Professor of Nursing*  
B.A., Jersey City State, 1970; M.A., New York University, 1973; M.Ed., Columbia, 1978; Graduate, Mt. Sinai Hospital School of Nursing, 1963

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MARY M. ROBERTSON. *Associate in Nursing*  
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MARY ANN FELDSTEIN. *Instructor in Nursing*  
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JUDITH MEYER. *Instructor in Nursing*  
B.A., St. John's College, 1964; B.S., Columbia, 1966; M.A., New York University, 1969; Graduate, Department of Nursing, Faculty of Medicine, Columbia, 1966

FLORENCE M. PARKER. *Instructor in Clinical Nursing*  
B.S., Mt. St. Vincent, 1950; M.A., New York University, 1973; Graduate, Mt. St. Vincent School of Nursing, 1950

JUDITH L. YOUNG. *Instructor in Clinical Nursing*  
B.S., Boston College, 1968; M.S., Columbia, 1974; Graduate, Boston College School of Nursing, 1968

## Community Health Nursing

LUCIE S. KELLY. *Professor of Nursing in Public Health*  
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JEANNE BROSSART. *Assistant Professor of Nursing*  
B.A., Mt. Holyoke, 1956; M.Ed., Columbia, 1966; Ed.D., 1973; Graduate, Hartford Hospital School of Nursing, 1958

MELANIE C. DREHER. *Assistant Professor of Nursing*  
B.S., Long Island, 1967; Ph.D., Columbia, 1977

NANCY GRAHAM. *Assistant Professor of Nursing*  
B.S., Columbia, 1956; M.A., New York University, 1960; M.P.H., Columbia, 1972; Dr.P.H., 1976

CHARMAINE J. FITZIG. *Assistant Professor of Nursing*  
B.S., Cornell, 1957; M.S., Hunter, 1963; M.P.H., Columbia, 1965; Graduate, Cornell-New York Hospital School of Nursing, 1957



PAMELLA E. HO SANG. *Assistant Professor of Nursing*  
B.S., Columbia, 1968; M.Ed., 1974; Graduate, Kingston School of Nursing (Jamaica), 1956

MURIEL F. KNEESHAW. *Assistant Professor of Nursing*  
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JOANNE M. MERRY. *Assistant Professor of Nursing*  
B.S., Boston College, 1969; M.S., State University of New York (Buffalo), 1971; Graduate, Boston College School of Nursing, 1969

SMRITI PANWAR. *Assistant Professor of Nursing*  
R.S.N. Delhi (India), 1953; M.S.N., Boston, 1966; M.Ed., Columbia, 1974; Ed.D., 1977; Graduate, University of Delhi College of Nursing, 1953

## Officers of Instruction from Other Departments of the University

### The Basic Medical Sciences

HAROLD S. GINSBERG, M.D. *Borne Professor of Microbiology; Chairman, Department of Microbiology*

BRIAN F. HOFFMAN, M.D. *Hosack Professor of Pharmacology; Chairman, Department of Pharmacology*

JOHN V. TAGGART, M.D. *Dalton Professor of Physiology; Chairman, Department of Physiology*

### Dental and Oral Surgery

ALLAN FORMICOLA, D.D.S., M.S. *Professor of Dentistry; Dean (Faculty of Dental and Oral Surgery)*

### Dermatology

LEONARD C. HARBER, M.D. *Professor of Dermatology; Chairman, Department of Dermatology*

### Medicine and Surgery

THOMAS Q. MORRIS M.D. *Professor of Medicine; Acting Chairman, Department of Medicine*

KEITH REEMTSMA, M.D. *Valentine Mott Professor and Johnson & Johnson Distinguished Professor of Surgery; Chairman, Department of Surgery*

ROBERT B. HIATT, M.D. *Professor of Surgery*

### Neurology

LEWIS P. ROWLAND, M.D. *Moses Professor of Neurology; Chairman, Department of Neurology*

## Obstetrics and Gynecology

RAYMOND L. VANDE WIELE, M.D. *Rappleye Professor of Obstetrics and Gynecology; Chairman, Department of Obstetrics and Gynecology*

MEREDITH F. SIRMANS, M.D. *Assistant Professor of Clinical Obstetrics and Gynecology*

## Ophthalmology

CHARLES J. CAMPBELL, M.D. *Edward S. Harkness Professor of Ophthalmology; Chairman, Department of Ophthalmology*

## Orthopedic Surgery

ALEXANDER GARCIA, M.D. *Stinchfield Professor of Clinical Orthopedic Surgery; Acting Chairman, Department of Orthopedic Surgery*

## Pediatrics

MICHAEL KATZ, M.D. *Carpentier Professor of Pediatrics; Professor of Public Health (Tropical Medicine); Chairman, Department of Pediatrics*

BERNADETTE FISCINA, M.D. *Staff Associate, Pediatrics*

## Psychiatry

EDWARD J. SACHAR, M.D. *Kolb Professor of Psychiatry; Chairman, Department of Psychiatry*

HARLOW D. DUNTON, M.D. *Professor of Clinical Psychiatry*

SIDNEY MALITZ, M.D. *Professor of Clinical Psychiatry*

IVAN GOLDBERG, M.D. *Associate in Clinical Psychiatry*

## Psychology

STANLEY SCHACHTER. *Robert Johnson Niven Professor of Social Psychology (Faculty of Pure Science)*

RICHARD CHRISTIE. *Professor of Social Psychology (Faculty of Pure Science)*

## Public Health

JOHN H. BRYANT, M.D. *DeLamar Professor of Public Health*

MERVYN W. SUSSER, M.D., B.Ch. *Sergievsky Professor of Public Health (Epidemiology)*

FRANCES R. GEARING, M.D., M.P.H. *Associate Professor of Public Health (Epidemiology)*

W. HENRY SEBRELL, JR., M.D. *Special Lecturer in Public Health Nutrition*

GLORIA L.A. DAMMANN. *Program Coordinator in Public Health Nursing*

## Urology

JOHN K. LATTIMER, M.D. *Professor of Urology; Chairman, Department of Urology*

## Administrative Staff

BERNIS D. MOSS, JR., M.S. *Business Officer*

IDAEHLA C. ANTOSIK, B.A. *Associate Registrar of the University*

ELIN B. OZDEMIR, M.A. *Director of Admissions*

REBECCA C. LINDSEY, M.A. *Assistant Director of Admissions*

SUSAN E. ALEXION, B.A. *Departmental Administrator*

ROSEMARY L. ASH, M.A. *Director of Student Affairs*

BARBARA A. COLEMAN, M.A. *Assistant Director of Student Affairs*



# Affiliated Institutions and Agencies

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## **Presbyterian Hospital**

*Vice President for Nursing:* Martha E. Haber

*Senior Associate Director of Nursing:* Helen D. Henry

*Associate Directors of Nursing Service:* Catherine Boyer, Sandra Byrd, Bernice R. Derby, Gilda M. Gehm, Jean B. Gunn, Rose M. Hoynak, David Markant, Jane F. McConville, Helen F. Pettit, Andree L. Powell, Ruth A. Rayner, Yvonne Trebilcock

## **St. Luke's Hospital Center**

*Associate Vice President; Director of Nursing Service:* Ruth Hill

## **Roosevelt Hospital**

*Director of Nursing Service:* Kathryn McTernan

## **New York State Psychiatric Institute**

*Acting Director of Nursing:* Barbara Sacco

## **Harlem Hospital Center**

*Acting Senior Superintendent of Nurses:* Ayrif Grandy

## **Visiting Nurse Service of New York, Inc.**

*Executive Director:* Anne-Marie Thom

*Director of Education:* Ione Carey

## **Bureau of Public Health Nursing, New York City Department of Health**

*Director:* Margaret O'Brien

*Associate Director:* Marjorie Avery

## **Community League of West 159th Street**

*Director:* Lucille Bulger

## **Maternity Center Association**

*Director:* Mrs. Ruth W. Lubic





# The School of Nursing

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In 1935 the College of Physicians and Surgeons of Columbia University assumed responsibility for the educational programs of the School of Nursing of the Presbyterian Hospital, and in 1937 the University established the Department of Nursing of the Faculty of Medicine. In 1974 the Department of Nursing became the School of Nursing of the Faculty of Medicine of Columbia University.

The School of Nursing was founded in 1892 by the Board of Managers of the Presbyterian Hospital. Anna C. Maxwell, R.N., M.A., the first director of the School established the plans for administration and instruction and guided them for thirty years. Her contribution has had a lasting effect and has added to the dignity and importance of the School and the nursing profession. More than five thousand nurses have been graduated since the School was opened.

The hospital's interest in teaching was further demonstrated by its provision of clinical education to the medical students of the College of Physicians and Surgeons of Columbia University. This led to a permanent affiliation between the two institutions in 1921. The establishment of the Department of Nursing marked another step in the integration of the University and the hospitals at the Columbia-Presbyterian Medical Center.

In 1946 the Department of Nursing was authorized to offer graduate programs to prepare clinical nursing specialists. Six majors are currently available and there are plans to develop others.

Two other famous hospitals, the St. Luke's Hospital Center and the Roosevelt Hospital, have had a long history of affiliation with Columbia University and in 1972 became full University hospitals. It is interesting to note that Anna C. Maxwell was the director of the nursing school at St. Luke's before becoming the director of the school at the Presbyterian Hospital.

In 1969 the administrations and faculties of the above named hospitals and schools of nursing and the Department of Nursing voted to participate in a four-year baccalaureate program to be offered by the Department of Nursing. Combining the resources and facilities of the three schools with those of the University as a whole, it was agreed that this would greatly extend the available opportunities for learning. The Committees of Instruction of Barnard College and of the School of General Studies at Columbia University agreed to provide the liberal arts curriculum for the program. While Barnard College has traditionally educated students immediately out of high school, the School of General Studies has served adults returning to degree programs, offering unique opportunities to older students with new career goals. With the approval of Columbia University, the inception of the four-year baccalaureate program was announced in November 1972.

Underlying the construction of the programs offered by the School of Nursing is the view that nursing is a performing art, one which is dedicated to the health of people. It is an applied science, based on biological, physical, and behavioral disciplines. In acquiring knowledge of the art and science of nursing, and learning to put this knowledge into practice, the nurse fulfills the goals of providing comfort with compassion, promoting the optimal level of health, and acting effectively during periods of illness.

If man is to realize his ideal of good health, there must be a fusion of the art and the science of nursing, and the result of this combination must be made available to individuals and communities throughout the entire world.

The School of Nursing prepared men and women to practice as individuals and as members of other disciplines. The baccalaureate program enrolls students who wish to begin the study of nursing as well as those already registered nurses who wish to deepen and broaden their knowledge through general college work and nursing on the senior college level. Graduate programs afford nurses the opportunity to increase their knowledge and skills with practice in special health care fields.

The School offers the following programs of study:

- an undergraduate program, which leads to the baccalaureate;

- graduate programs that lead to the M.S. degree; clinical specialization is possible in adult primary care, gerontology, nurse-midwifery, pediatric primary care, pediatric pulmonary care, perinatal, and psychiatric-community mental health: adult and child. A program to prepare specialists in acute care of adults and children is planned.

- a joint degree program with the School of Public Health leading to the M.S. and M.P.H. degrees.

All programs are accredited by the National League for Nursing. The School of Nursing is a member of the Department of Baccalaureate and Higher Degree Programs the National League for Nursing.

## Philosophy

The Faculty of the School of Nursing, in accord with Columbia University, believes that with a liberal education thinks critically, exercises technical competence, and makes socially significant and personally satisfying contributions to society. Nursing has the role and responsibility before society to establish and maintain therapeutic relationships that support and restore health and well-being. The professional nurse has the ability to diagnose and treat human responses to actual or potential health problems and to provide preventive health services to individuals and groups in a variety of settings.

The Faculty believes in the integrity and worth of all human beings. Each person is an individual with unique characteristics and behavior. Although not completely understood, a human being is viewed as an integrated whole, evolving through time, in constant interaction with a complex environment. The Faculty recognizes that people throughout the life cycle have specific physical, biological, psycho-social, and spiritual needs which they strive to keep in harmony.

The Faculty of the School of Nursing believes that people as rational, sentient beings have the right to self-determination and participation in decision making in health and illness. The professional nurse has a responsibility to provide health education to assist individuals in effective participation in their care and treatment. The Faculty further believes that health care is a right of all, and that nurses should engage in political and societal activities supportive of this belief, and should serve as client advocates in the health-care system.

The professional nurse is viewed both as a responsible health-care provider accountable for the quality of practice and as a change agent in the health-care delivery system. Nursing seeks to advance its contribution through research and through collaboration with other health professionals. Well-developed leadership abilities are inherent in professional nursing practice. The nurse acts independently and interdependently.

The Faculty accepts the obligation to provide knowledge, to stimulate learning, to serve as resource persons, to be innovators in nursing, and to contribute to the development of human values. The Faculty recognizes that interests and abilities vary, and seeks to provide flexibility in the curriculum in order to facilitate the optimal development of each learner's potential. Learning is viewed as a lifelong process and learners are considered to be self-directed and accountable for their performance.

The programs of the School of Nursing reflect this philosophy. The undergraduate program develops the competence required for general professional nursing practice and provides a firm educational base for graduate study. The graduate programs advance nursing competence by extending and deepening knowledge and practice within various clinical specialties.



## Teaching Facilities

### Morningside Campus

The Morningside Campus, centered at 116th Street and Broadway, occupies several acres of urban property. Here are located the principal educational resources of a great university, and extending beyond the campus are the cultural resources of a great city. (See the map of the Morningside campus and its environs.)

*Barnard College* was incorporated in the educational system of Columbia University in 1900. Today it has a teaching staff of almost two hundred men and women: outstanding scholars whose primary concern is the education of undergraduate students at the college. For those majoring in nursing and the new facilities for studies in the sciences are of particular interest. The fourteen stories of Altschul Hall, dedicated in 1969, are devoted primarily to the sciences, and laboratory work is conducted with the most modern equipment.

*The School of General Studies* is the coeducational undergraduate liberal arts college for adults at Columbia University. The School offers over five hundred liberal arts courses. Classes are held throughout the day and in the evening and are taught by regular faculty members of the University and a small number of outside specialists. The School draws on the University libraries, laboratories, and other educational facilities. Its own administrative offices, student facilities, and seminar and classrooms are located in Lewisohn Hall.

*St. Luke's Hospital Center* was established in 1850 and has been located on Morningside Heights, adjacent to the main Columbia campus, since 1896. St. Luke's Hospital and Woman's Hospital comprise the Hospital Center. Its facilities include 749 beds, 45 of which are for pediatric cases. There are four major and eleven specialty services. St. Luke's Hospital has maintained a teaching affiliation with the University since 1947 and in 1971 became a full University hospital.

### Health Sciences Campus

The divisions of the Faculty of Medicine of Columbia University (the College of Physicians and Surgeons, the School of Nursing, Programs in Physical Therapy and Occupational Therapy, the Institute of Human Nutrition, the School of Public Health) and the Columbia University School of Dental and Oral Surgery are located on the health sciences campus, which comprises about twenty acres extending from West 165th Street to West 168th Street and from Broadway to Riverside Drive. (See the map on the inside back cover.)

The facilities of the Faculty of Medicine include amphitheatres, classrooms, laboratories, a multimedia center, and a biomedical communication center, the Augustus Long Library.

Affiliation agreements exist between Columbia University and the Presbyterian Hospital and its subdivisions—the Squier Urological Clinic, the Edward S. Harkness Eye Institute, Sloane Hospital for Women, Vanderbilt Clinic (the outpatient department), Babies Hospital, Neurological Institute, and the New York Orthopedic Hospital. The Columbia-Presbyterian Medical Center consists of the foregoing units and the New York State Psychiatric Institute and the Washington Heights Health and Teaching Center (headquarters of an administrative district of the New York City Department of Health).

## Off-Campus Units

*The Roosevelt Hospital* was founded in 1869. It contains 595 beds and 58 bassinets. There are over eighteen thousand admissions and approximately two hundred thousand clinic visits annually. The hospital is engaged in many research and teaching activities. It has been affiliated with the University since the early years of the century, and in 1971 became a full University hospital.

*Off-campus community health and welfare agencies* which provide exceptional learning experiences include the Visiting Nurse Service of New York, the Bureau of Public Health Nursing of the Department of Health of the City of New York, the Maternity Center Association, Harlem Hospital, Isabella Geriatric Center, and selected school health and occupational health services.

## Libraries

*The Columbia University libraries* on Morningside Heights, containing over four million volumes, are open to all students. The main collection is housed in *Butler Library*, and special and departmental collections are located in other buildings on the campus. They include collections on biology, chemistry, engineering, physics, psychology, sociology, and other subjects related to nursing.

*The Wollman Library* of Barnard College contains over 119,000 volumes. This collection of carefully selected books is designed to cover the liberal arts curriculum requirements as well as to provide opportunity for independent work in many fields.

*The Augustus Long Library* is located in the new Health Science Center Building. Current literature (both books and journals) is available to faculty members and students, as are other aids to research, such as interlibrary loans and a unique bibliographic service.

The library contains over 335,000 volumes of books and journals, some five thousand pamphlets, and about two thousand slides on the history of medicine. More than forty-five hundred periodicals are received regularly.

One floor is devoted to facilities, including hardware and software, for self-instruction through audio-visual materials. A seminar room on this floor is named for a former director of the School, Helen Young. Funds for the room were raised by the Alumnae Association.

## Statement of Nondiscriminatory Policies

The University is required by certain Federal statutes and administrative regulations to publish the following statements:

Consistent with the requirements of Title IX of the Education Amendments of 1972, as amended, and Part 86 of 45 C.F.R., the University does not discriminate on the basis of sex in the conduct or operation of its education programs or activities (including employment therein and admission thereto). Inquiries concerning the application of Title IX and Part 86 of 45 C.F.R. may be referred to the University's Equal Opportunity Office (402 Low Memorial Library, New York, N.Y. 10027, telephone 212-280-3554), or to the Director, Office for Civil Rights (Region II), 26 Federal Plaza, New York, N.Y. 10007.

Columbia University admits students of any race, color, national and ethnic origin to all the rights, privileges, programs, and activities generally accorded or made available to students at the University. It does not discriminate on the basis of race, color, national and ethnic origin in administration of its educational policies, admissions policies,



scholarship and loan programs, and athletic and other University-administered programs.

Consistent with the requirements of Section 504 of the Rehabilitation Act of 1973, as amended, and Part 84 of 45 C.F.R., the University does not discriminate on the basis of handicap in admission or access to, or employment in, its programs and activities. Section 503 of the Rehabilitation Act of 1973 requires affirmative action to employ and advance in employment qualified handicapped workers.

The University in addition desires to call attention to other laws and regulations that protect employees, students, and applicants. Title VI of the Civil Rights Act of 1964, as amended, prohibits discrimination on the basis of race, color or national origin in programs or activities receiving Federal financial assistance. Title VII of the Civil Rights Act of 1964, as amended, prohibits employment discrimination because of race, color, religion, sex, or national origin. Executive Order 11246, as amended, prohibits discrimination in employment because of race, color, religion, sex, or national origin and requires affirmative action to ensure equality of opportunity in all aspects of employment.

The Equal Pay Act of 1963 prohibits discrimination on the basis of sex in rates of pay. The Age Discrimination in Employment Act of 1967, as amended, prohibits discrimination in employment on the basis of age.

The Columbia University Senate on December 1, 1978, passed a resolution announcing its general educational policy on discrimination which reaffirms the University's commitment to nondiscriminatory policies in the above-mentioned categories, as well as its policy not to discriminate on the basis of sexual orientation.

Section 402 of the Vietnam Era Veterans' Readjustment Assistance Act of 1974, as amended, prohibits job discrimination and requires affirmative action to employ and advance in employment (1) qualified Vietnam era veterans during the first four years after their discharge and (2) qualified disabled veterans throughout their working life if they have a 30 percent or more disability.

The University's Equal Opportunity Office has also been designated to coordinate the University's compliance activities under each of the programs referred to above.



# The Baccalaureate Program

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Programs of Study

Admission

Key to Course Listings

Courses of Instruction

Summary of the Programs



# Baccalaureate Program of Study

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The basic baccalaureate nursing program at Columbia University prepares qualified men and women to practice nursing effectively in new and traditional health care settings. Nursing is interpreted as including health promotion through education, prevention of disease, care of the sick and injured, and their restoration to optimal health.

Throughout nursing education, the student is encouraged and provided with the opportunity to develop an understanding of the social and health needs of individuals and the community, their effect upon the trends in national thinking, as well as the present and possible contribution of nursing to human welfare.

Opportunity is provided for the continued development of students physically, mentally, emotionally, and culturally, with emphasis on their interests, needs, and responsibilities as persons, as members of the nursing profession, and as citizens.

The student is introduced to the various opportunities in nursing and is helped to select for graduate study and experience that field of nursing in which the greatest satisfaction will be found and to which an optimum contribution can be made.

## Purpose and Objectives of Baccalaureate Nursing Education

The baccalaureate program in the School of Nursing is designed to prepare qualified individuals for beginning professional nursing practice in any setting.

The program builds upon the liberal arts background of the student, integrating it with professional learning and activity.

The Faculty seeks to guide the student toward personal and professional fulfillment within a broad social and ethical context.

Upon completion of this program we expect graduates to:

- utilize the knowledge of the biological, physical, and behavioral sciences in giving care to individuals, families, and groups on the health-illness continuum;
- perform adeptly therapeutic and preventive measures directed toward promotion, maintenance, and restoration of health;
- utilize the problem-solving process in providing and improving nursing care;
- assume leadership for planning, directing, and evaluating care given by nursing personnel;
- collaborate with other professional and paraprofessional persons in the coordination of health care;
- facilitate group action to achieve the goals of nursing;
- contribute to the fulfillment of society's health needs through work with group organizations;
- demonstrate awareness of their own needs, values, and competencies as they affect their interaction with others;
- demonstrate empathy in working with others' needs, problems, and cultural mores; and
- be self-directive in the pursuit of new knowledge and in its application to personal and professional living.



## Program for Students Entering as Freshmen

Students entering as freshmen begin a program of study leading to the Bachelor of Science degree with a major in nursing. The courses to be taken in fulfillment of the liberal arts requirement for the degree are chosen from among the courses offered by Barnard College and the School of General Studies of Columbia University. The courses required for the major in nursing are taught by faculty members of the School of Nursing. As part of the program, clinical practice in the hospital environment is offered at the Presbyterian Hospital, St. Luke's Hospital Center, and Roosevelt Hospital. Appropriate community agencies also afford an opportunity for valuable experience throughout the program.

By providing a balanced liberal arts and nursing curriculum, the program aims to develop educated and informed professionals, capable of meeting society's challenging health care needs.

Required courses in the liberal arts include biology, chemistry, psychology, sociology, and English. In addition, ten liberal arts courses (approximately 30 points) may be taken as electives.

The nursing major is built on the health model, beginning with wellness and carrying through illness to maintenance and rehabilitation. Specifically, the focus in the first year of the program is on community health, with emphasis on the concepts of promotion and maintenance of health. In the second year, the focus is on family health, including the prevention of illness, and there is an opportunity to study normal maternity nursing. In the third year, study centers on interruptions in health, emphasizing the care, cure, restoration, and rehabilitation required by episodes of illness. In the fourth year there is concentration on a synthesis and professionalization of nursing practice.

The senior year includes the opportunity for an area of concentration in primary health care, acute care, or health maintenance including extended care or geriatric care. The student focuses on two of the nurse's roles: first, as the leader of a nursing team assuming responsibility for the care of groups of patients with and through other team members; and second, as a co-member of the health team concerned with meeting the total health-illness needs of individuals and groups.

In the first and second years of the program, the Morningside campus serves as the locus of the student's activities, and in the third and fourth years the health science campus does so. However, there is utilization of the resources of the two campuses throughout the four-year, eight-term program. For a summary of the four-year baccalaureate program see "For Students Entering as Freshmen," under Summary of the Programs.

## Program for Junior Transfer and College Graduate Students

The program of study, leading to the Bachelor of Science degree, continues instruction in the biological, physical, and behavioral sciences; theory and supervised experiences are related to health promotion and illness prevention as well as to the care of the sick and the restoration of their optimal health. Experience with clients/patients begins early in the first term.

The senior year provides opportunities for independent study and concentration on a particular dimension of practice elected by the student.

Self-directed study is given major emphasis in order to assist the student in determining resources and in establishing a pattern for the continued learning that is demanded by the rapidly changing health care scene.

Students complete the program in two academic years. (They are designated "juniors" in their first year and "seniors" in their second year.) Courses are listed under the baccalaureate Courses of Instruction. Programs and course sequences are designed to accord with students' prior education and experience. Graduate nurses are admitted



and their programs are individually designed in accordance with their previous education (see *Admission to the Baccalaureate Program—Graduate Nurses*).

The program builds upon the liberal arts background of the student, integrating it with professional learning and activity. For liberal arts prerequisites, see Admission requirements.

Opportunities to take liberal arts or professional electives are provided.

## Preparation for Entrance

Serious candidates for nursing should first evaluate their qualifications. A sincere interest in people and their welfare is an essential in all fields of nursing. Also, since nurses assume the responsibility for planning and improving nursing care, they must be able to lead as well as to work under the leadership of others. Nurses are called upon to make many important decisions and must have adequate knowledge on which to base them, so that some preparation in liberal arts and broad cultural experiences are likewise invaluable.

The candidate for nursing should take advantage of the many opportunities for trying out practical "work-samples" of nursing and securing some contact with patients, even at an elementary level. Other types of work experience with people are also useful.

Academic requirements are outlined under *Admission to the Baccalaureate Program*. The School welcomes an opportunity to guide its candidates well in advance of the date of entrance.



Judy Dattaro

# Admission to the Baccalaureate Program

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Candidates may apply as freshmen, junior transfers, or college graduates. Graduate nurses and other adult students are given particular consideration. Students are admitted only in September. All are candidates for a Bachelor of Science degree in nursing from Columbia University.

## Freshmen

Candidates for admission to the freshman class are expected to have completed college preparatory course of study from an approved secondary school, or the equivalent. The nursing major begins in the freshman year.

## Junior Transfers

Candidates for admission must have successfully completed two years of study or 6 liberal arts points (semester credits) at an accredited college or university. These points must include the prerequisite courses for entrance.

## College Graduates

College graduates must present a degree from an accredited college or university and must present the prerequisite courses. Students complete their studies for a baccalaureate degree in nursing in two years.

## Graduate Nurses

A graduate nurse may seek entrance to the baccalaureate program at the level determined by the number of liberal arts points (semester credits) which can be transferred. Nursing courses cannot be counted toward liberal arts points.

Of the 120 points required to earn the Bachelor of Science degree in nursing, 60 points are required in liberal arts courses. These are the same for all baccalaureate degree candidates, and may be taken at Columbia or at another accredited college or university. However, all students must meet the residency requirement of 45 points at Columbia University, of which 30 points must be taken at the School of Nursing.

Advanced standing in the nursing major may be established by means of challenge examinations designed to evaluate nursing competencies acquired through previous studies and/or nursing experience. A number of evaluative tools are used, including some of the New York College Proficiency Examinations for certain courses of the junior year. Scores for the latter are reported three months after the examination is taken. Applicants who wish to challenge through these examinations must allow for this delay when making plans for admission. Final credit is not awarded until the student has demonstrated ability in the first clinical course taken at Columbia.

Graduate nurses seeking guidance with regard to possible placement in the baccalaureate program are encouraged to call the Office of Admissions.

## Admission by Transfer from Another Baccalaureate Nursing Program

Advanced standing in the nursing major for students presenting college credits for nursing courses carried in a National League for Nursing (NLN) accredited baccalaureate program is given on a case-by-case basis.

ate program is determined by the comparison and evaluation of the courses the applicant presents with those required for the degree from Columbia. If a particular course remains in question, a student may challenge the course by examination.

All students must meet the residency requirement of 45 points at Columbia University, of which 30 points must be taken at the School of Nursing.

## Admission Requirements

Final selection for admission is based on an applicant's strong academic performance, favorable references, personal statement, good health, evidence of potential for nursing, and a personal interview.

### Freshmen

<i>Required subjects</i>	<i>Years</i>
English	4
Foreign language	2
Mathematics	3
Sciences: biology and chemistry	2
Social studies	1-2

#### *Required testing*

1. The Scholastic Aptitude Tests of the College Entrance Examination Board.
2. CEEB Achievement Tests: English composition and biology or chemistry. These examinations may be taken in the junior or senior years, and preferably not later than the January testing date of the senior year.
3. New York State Regents Examinations in English, a foreign language, mathematics, and science are expected of New York State residents.
4. Applicants whose first language is not English must submit the results of their performance on the Test of English as a Foreign Language (TOEFL).

Other testing will be required of the adult student who is unable to submit CEEB Aptitude and Achievement Test results taken within five years of proposed entrance.

### Junior Transfers and College Graduates

<i>Prerequisite courses for entrance</i>	<i>Points</i>
Biology*	6-8
Chemistry	6-8
English	3
Psychology	3
Sociology*	6
	<hr/> 24-28

#### *Electives*

Foreign language, history, mathematics, economics, philosophy, religion, fine arts, or supplementary courses in the required fields.

32-36

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\*Representing two terms of work including laboratory. In choosing biology courses two terms of general biology or a term of botany and zoology are appropriate; human biology or anatomy and physiology courses are not appropriate. Sociology courses must be basic scientific studies of human societies. Only cultural anthropology may be submitted to meet 3 credits of the sociology requirement.

Credit for *one year* of a foreign language completed in college may be awarded only if (1) it was an intermediate or advanced course or (2) credit has also been awarded for two years of *another* foreign language.

No more than 6 points may be allowed for courses in religion or speech.

Credit will not be granted for commercial, home economics, physical education, or vocational courses, or for any 1-point course.

#### *Required testing*

1. The Scholastic Aptitude Test of the College Entrance Examination Board. Although CEEB Achievement Tests are not required, students who have taken the English composition and science tests should submit the results.
2. Students who have not taken the CEEB Scholastic Aptitude Test may submit scores from the Graduate Record Examination or the Miller Analogies Test.
3. Applicants whose first language is not English must submit the results of their performance on the Test of English as a Foreign Language (TOEFL).

## Graduate Nurses

#### *Required Subjects*

Depending on the level of entry, graduate nurses should prepare to meet the subjects and points required of all students.

#### *Required testing*

Graduate nurses are expected to submit CEEB Aptitude and Achievement Test scores. Specific entrance examinations are required of those students who have not taken these examinations.

## Notice To All Applicants

Columbia requires 120 points of academic credit for the baccalaureate degree, of which 60 points must be liberal arts studies. All students must take 45 points in residence at Columbia, including 30 points at the School of Nursing.

Students submitting CEEB Advanced Placement Tests resulting in scores of 4 or 5 may be given credit pending faculty approval.

Transfer applicants should request that Pass/Fail grades in required courses be converted to letter or numerical grades on their transcripts.

Applicants who wish advice regarding their course of study should contact the School of Nursing at the earliest possible date.

## Admission Procedures

An applicant for admission must apply on a form supplied by the School of Nursing. The completed form must be accompanied by the application fee: a check or money order for \$25 made payable to Columbia University. This fee helps to cover the cost of processing the application; it is therefore not refundable, nor is it credited toward tuition. *Incomplete applications and those received without the required application fee will not be processed.*

Applicants are responsible for the submission of all required admission materials. Therefore, it is strongly recommended that applicants call the Office of Admission approximately four weeks after mailing the application to confirm the receipt of materials required.



## Application Deadlines: Freshmen and Graduate Nurses

Applications for admission should be filed by February 1. All admission materials should be on file by March 1. Late applicants will be considered *only* if openings remain available.

## Junior Transfers and College Graduates

Applicants seeking early acceptance on December 1 must have completed application by November 1. Applicants seeking notification of admission on March 1 must have completed application by February 1. Those who submit applications after February 1 will be considered for placement if openings remain available.

## Interviews

A personal interview is required for admission. Applicants will be interviewed by invitation from the Admissions Committee. Required application materials must be complete prior to an interview. When possible, alumni interviews will be scheduled for applicants unable to meet a Committee interview request on campus because of distance, or other reasons considered to be exceptional by the Admissions Committee.

## Admissions Decisions

The Admissions Committee will announce decisions for junior transfer and college graduate applicants on December 1 and on March 1. Freshmen and graduate nurses will receive admissions decisions on March 1. Thereafter, decisions will be announced on a rolling admissions basis pending openings which may become available.

Confirmation of enrollment for accepted bachelor's degree candidates will be expected by May 1, with an enrollment deposit of \$100 to be applied toward program costs. The enrollment fee is not refundable.

## Readmission

Students who have not been registered for two consecutive terms must file readmission forms and submit a nonrefundable application fee of \$25 through the Office of Admissions. Additional credentials may be required. Students in good standing may reregister within one academic year by filing a reregistration form through the Office of Admissions without a fee.

All readmission requests must be received by the Office of Admissions by November 15 for the spring term and April 15 for the fall term.

Inquiries for further information and requests for application forms should be addressed to the Director of Admissions, School of Nursing, Columbia University, 179 Fort Washington Avenue, New York, N.Y. 10032.



# Key to Course Listings

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In the listings of Courses of Instruction for the Baccalaureate and Master's Programs, each course number consists of a capital letter followed by four digits and the term designation.

*The capital letter* indicates the University faculty or division offering the course:

- M Faculty of Medicine
- P School of Public Health
- T School of Social Work

*The first digit* indicates the level of the course, as follows:

- 1 Undergraduate course, introductory
- 2 Undergraduate course, intermediate
- 3 Undergraduate course, advanced
- 4 Graduate lecture course, open to qualified undergraduates
- 6 Graduate lecture course, open only to master's degree candidates
- 8 Graduate field work, clinical practice, and case seminars, open only to master's degree candidates

Two consecutive numbers which are joined with a hyphen indicate a course which runs through both terms (e.g., *Nursing M2001x-M2002y*). The first half is prerequisite to the second half unless the course description says otherwise.

## Term Designations: x, y, and s

An x following the course number indicates that the course meets in the autumn term; a y indicates the spring term; and s indicates the summer term.

## Points of Course Credit

The number of points of credit that a course carries *each term* is given in boldface type in the right margin of the course-title line.

# Courses of Instruction

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The University reserves the right to withdraw or modify the courses of instruction as may be necessary.

## **Orientation for freshman students.**

**0 pts**

Freshman Orientation includes the freshmen admitted to the School of Nursing, to Columbia College, to the School of Engineering and Applied Science, and to Barnard College. It precedes registration and the beginning of classes. Resident and nonresident students live on campus during this period. Each student has the opportunity to meet upperclassmen and members of the faculty and administration, to learn about the facilities of the University, and the resources of New York City. Upperclassmen in the School of Nursing introduce the new nursing students to the Health Sciences campus and acquaint them with the facilities of the School.

## **Orientation for junior students.**

**0 pts**

Orientation acquaints the student with the academic program and facilities of the School and with the community. The program is carefully developed in cooperation with the Student Association, which assumes an active role in introducing the new student to community and professional life.

## Biological Sciences

### **Health Professions M4108x and y. Anatomy and physiology.**

**4 pts**

Prerequisite: one year of college biology and of chemistry.

The instructor's permission is required for students not enrolled in the School of Nursing.

An autotutorial course in the anatomy and physiology of the normal human body. The relationship of structure and function to homeostasis. Material covered from the molecular to the systematic level.

### **Nursing M2101x-M2102y and M210ly-M2102x. Deviations from health, I and II.**

**3 pts**

Prerequisite: *Health Prof. M4108*.

Either term may be taken separately.

Intensive study of pathological interruptions that can occur in any biological system and the biobehavioral reactions to such interruptions.

## Behavioral Sciences

### **Health Professions M4220x. Normal human growth and development.**

**3 pts**

Individual development from conception to death, with exploration of the context of each life stage, its opportunities, problems, and emotions. Attention to interrelationship of individual development with significant evolving institutions, such as the family and the culture. The course is presented as a sequence of weekly units. Each unit includes field placement experiences, readings, use of videotapes, and seminar time. Students may choose those learning experiences which best help them to master the objectives of the course.

## Nursing

### **Nursing M1201x-M1202y. Community health, I and II.**

**3 pts**

Either term may be taken separately.

Open to all degree candidates.

Emphasis is placed on health promotion and the prevention of physiological and psychological deviations from health. *M1201*: examination of principles of health and factors which influence health in a community. Clarification of the roles of health team members and analysis of the structures of social agencies. Development of beginning skills and methods of working with communities, families, and individuals. Examination of forces influencing the delivery of health care. *M1202*: emphasis on the application of the epidemiological approach to health assessment. Opportunities are provided for students to identify and participate in meeting the health maintenance needs of individuals. Students are enabled to recognize areas where intervention is needed.

### **Nursing M1301x-M1302y. Family health, I and II.**

**3 pts**

In a systematic approach to the delivery of total health care, the course considers those aspects relating to health maintenance and prevention of illness, wellness and ways of sustaining that status. Attention is focused on the health needs of individuals within a family context and its immediate community environment. Lectures, discussions, seminars, autotutorial laboratory study, and clinical laboratory experiences.

### **Nursing M1260x. Concepts of community and family health.**

**4 pts**

Using general systems theory approach, the nurse's role in assessing health needs of individual families, and communities is discussed. The nursing process is presented as a tool to help the learner organize and understand his/her nursing behaviors.

### **Nursing M1261x. Community and family health laboratory.**

**1 pt**

A nursing laboratory emphasizing the acquisition of beginning assessment skills.

### **\*Nursing M1321x. Health promotion in the family, I.**

**3 pts**

Prerequisite or corequisite: *Nursing M1260* and *M1261*.

The development of skills in assessing health status and health needs of individuals, emphasizing the role of nursing in the promotion of health and prevention of illness within a family system. The health status of the adult is a continuing theme. Health promotion I: Detailed assessment of the woman during the experience of childbearing and the newborn infant.

### **\*Nursing M1322x. Health promotion in the family, II.**

**3 pts**

Prerequisite or corequisite: *Nursing M1260*, *M1261* and *M1321*.

Continuation of *Nursing M1321*. Health promotion II: Assessment of the growing child.

### **Nursing M2001x-M2002y and M2001y-M2002x. Determinants of nursing care, I and II.**

**3 pts**

Theories and concepts which determine the nursing process for ill people. A teaching team from various nursing specialties provides an integrated approach to nursing content. *M2001*: focuses on nursing process related to client responses to the concepts of stress of a new environment, immobility, loss, and protection. Provides foundation for *M2002*. *M2002*: elaborates concepts of *M2001* and focuses on nursing process related to acute and ongoing stress.

### **Nursing M2901x-M2902y and M2901y-M2902x. Clinical experience, I and II.**

**4 pts**

Clinical study and analysis of the determinants of nursing care with selected clients. Paradigms of clinical practice enable the student to develop expertise in the application of the nursing process to situations of individual illness, with a variety of outcomes and experiences across age groups and clinical settings. Close relationships with clinical preceptors, the use of self-instructional materials and college and clinical laboratory experiences allow the student to develop expertise within the framework of individual abilities.

\*Nursing M1321 and M1322 are designed to be taken in sequence during the autumn term

**Nursing M2003x-M2004y and M2003y-M2004x. Nursing care of individuals in illness, I and II. 2 pts**

Seminar to analyze, synthesize, and evaluate knowledge and experience gained in Nursing M2101-M2102—*Deviations from health*, I and II; Nursing M2001-M2002—*Determinants of nursing care*, I and II; and Nursing M2901-M2902—*Clinical experience*, I and II. To facilitate integration of the concepts, students from different clinical areas are assigned to each seminar. Faculty members in each are representative of at least two clinical areas.

**Nursing M2020x. Introduction to physical assessment of the healthy adult. 2 pts**

Prerequisite: The instructor's permission.

Designed to introduce the undergraduate student to the skills and tools needed to perform an organized physical assessment of a healthy adult and record findings in a systematic manner. Lectures, audiovisual self-study, and supervised laboratory practice.

**Nursing M3051x-M3052y. Management of patient care, I and II. 3 pts**

Focus on the problems and goals of patient care management systems. Emphasis on designing models of organization and distribution of nursing care which lend themselves to research and evaluation. Approaches to developing leadership and change agent roles are explored.

**Nursing M3001x-M3002y. Professionalization seminar, I and II. 2 pts**

Designed to further facilitate transition from the student role to that of a beginning professional practitioner. Emphasis on the history, issues, and trends of the profession, and their interrelatedness with sociocultural forces affecting the quality and delivery of health care. The learner is expected to formulate a personal philosophy and to determine his or her commitment to the nursing profession.

**Nursing M3901x-M3902y and M390ly. Advanced nursing practice, I and II. 4 pts**

The course provides practice experience in an area of concentration over an extended period of time. Faculty members guide the student in the selection and serve as preceptors and consultants. This experience provides the student with an opportunity to synthesize previously learned knowledge and skills, and to add to his or her competency as a skilled beginning practitioner.



Debra Fong

# Summary of the Programs

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## For Students Entering as Freshmen

### Freshman Year

#### Autumn and Spring Terms

*Points per term*

Biology	45
English (one term)	3
Sociology	3
Elective	34
Nursing: Community health, I and II	3

### Sophomore Year

#### Autumn and Spring Terms

*Points per term*

Chemistry	4-5
Psychology (one term)	3
Elective	3-4
Health professions: Human growth and development (one term)	3
Health professions: Anatomy and physiology (one term)	4
Nursing: Family health, I and II	3

### Junior Year

#### Autumn and Spring Terms

*Points per term*

Elective	3-4
Nursing: Deviations from health, I and II	3
Nursing: Determinants of nursing care, I and II	3
Nursing: Nursing care of individuals in illness, I and II	2
Nursing: Clinical experience, I and II	4

### Senior Year

#### Autumn and Spring Terms

*Points per term*

Elective	3-4
Elective	3-4
Nursing: Management of patient care, I and II	3
Nursing: Advanced nursing practice, I and II	4
Nursing: Professionalization seminar, I and II	2



## For Students Entering as Juniors

### Junior Year

#### Autumn Term

*Points per term*

Anatomy and physiology	4
Concepts of community and family health	4
Community and family health laboratory	1
Health promotion in the family, I	3
Health promotion in the family, II	3
Human growth and development	3

#### Spring Term

*Points per term*

Deviations from health, I	3
Determinants of nursing care, I	3
Nursing care of individuals in illness, I	2
Clinical experience, I	4
Professionalization Seminar, I	2

### Senior Year

#### Autumn Term

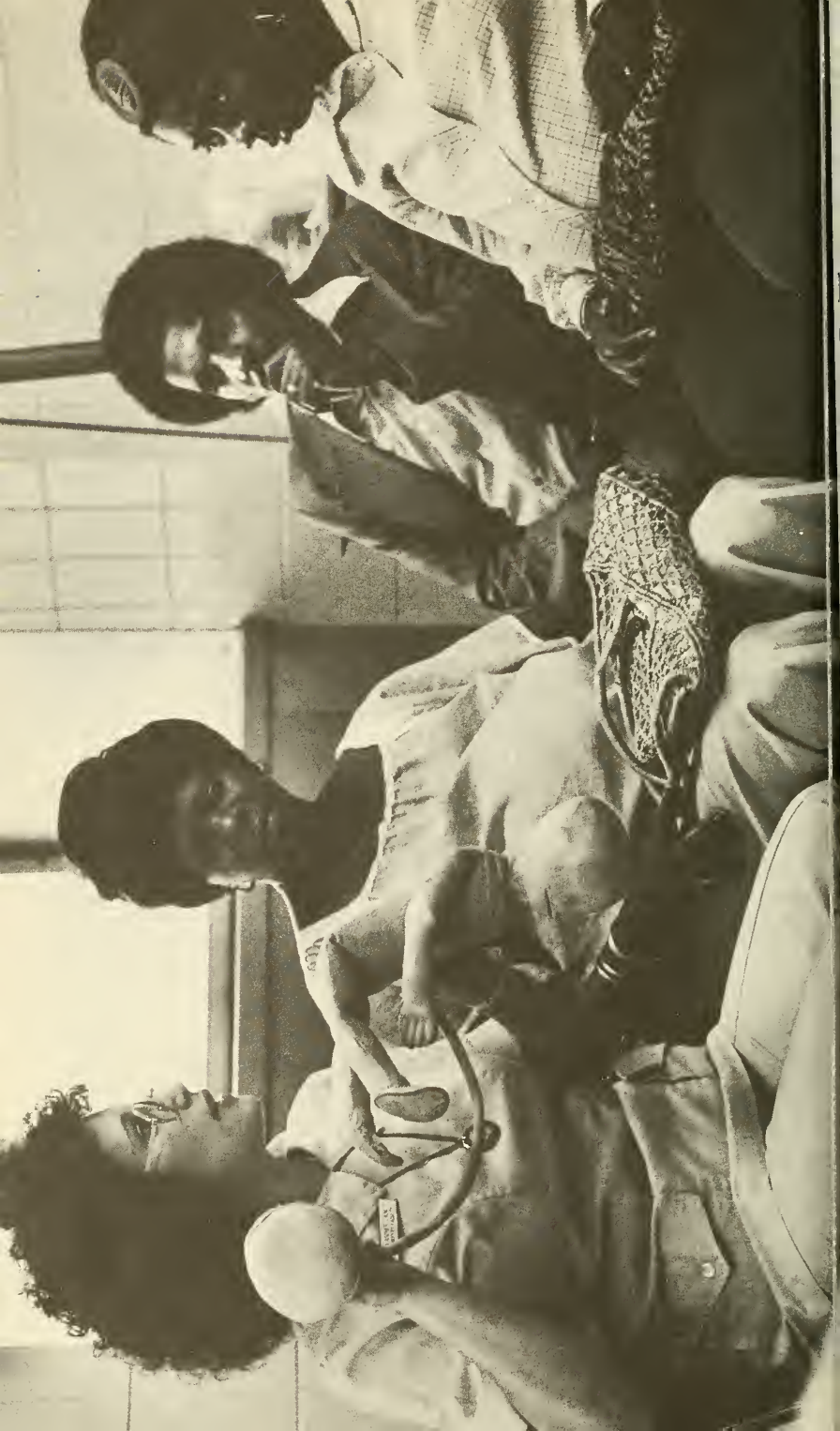
*Points per term*

Deviations from Health, II	3
Determinants of nursing care, II	3
Nursing care of individuals in illness, II	2
Clinical experience, II	4
Management of patient care, I	3
Elective (optional)	

#### Spring Term

*Points per term*

Professionalization seminar, II	2
Management of patient care, II	3
Advanced nursing practice, I and II	8
Elective (optional)	



# Master's Programs in Clinical Nursing

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The Graduate Programs

Admission

Programs of Study

Courses of Instruction





# The Graduate Programs

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Programs leading to the Master of Science degree prepare qualified professional nurses to function as clinical specialists. Several fields of study are available.

The combined resources of the University, including the Graduate School of Arts and Sciences, the School of Public Health, the School of Social Work, Teachers College, and the Faculty of Medicine, afford the student in the School of Nursing a rich educational opportunity in faculty and course offerings as well as a student body with diverse interests. The patient-care services of the Presbyterian Hospital on the health sciences campus, St. Luke's Hospital Center and Roosevelt Hospital (University affiliates), Harlem Hospital, the New York State Psychiatric Institute, and other hospitals and health services in the community provide unparalleled clinical practice settings.

Preparation emphasizes the attainment of intensive knowledge and competence in the student's chosen clinical field. Preparation also stresses the incorporation into practice of the concepts underlying the teaching, supervisory, and consultant roles inherent in functioning as the clinical specialist or teacher-practitioner.

All graduate programs in the School of Nursing are four terms in length with a minimum of 55 points. The clinical major in nurse midwifery uses the summer term between the first and second years as one of the four terms for advanced clinical work. The other clinical majors follow the two-year academic calendar of two terms a year.

The clinical majors in the graduate programs are adult (ambulatory), gerontology, nurse-midwifery, pediatrics (ambulatory and respiratory), perinatal and psychiatric-community mental health (adult and child).

It is anticipated that nurse anesthesia and acute care (adult and child) will be added in the near future.

## Purpose of the Graduate Programs

The primary purpose of the graduate programs is to prepare clinical nurse specialists.

Common objectives have been developed for all graduate programs which are designed to prepare the graduate to:

1. Evaluate the health status of individuals, families or groups.
2. Assume accountability for therapeutic intervention with individuals, families or groups within clinical specialty settings.
3. Institute and maintain interdependent professional relationships throughout the health-care delivery system.
4. Initiate, participate in, and utilize research and its findings.
5. Analyze critically historical and current issues in order to influence the development of professional nursing and the health-care system.
6. Analyze the health-care delivery system and utilize strategies which can affect the delivery of services.
7. Formulate professional goals and plans for implementation.



# Admission to the Master's Programs

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## Requirements for Graduate Study

Applicants for graduate programs must fulfill the following requirements:

1. Possess a bachelor's degree with a nursing major from a program accredited by the National League for Nursing.
2. Have successfully completed courses in public health nursing and psychiatric nursing including clinical experience.
3. Be licensed to practice nursing in the United States.
4. Have had one year of experience in clinical nursing. (Obstetrical nursing, preferably intrapartum, is required for maternity nursing-nurse midwifery.) The one-year experience requirement is a minimum rather than a maximum requirement.
5. Have completed a course in statistics acceptable for graduate study.
6. Achieve a satisfactory score on the Miller Analogies Test, designed to measure scholastic aptitude for graduate study.
7. Have a personal interview with faculty. Interviews are scheduled by invitation, and only following a preliminary faculty review of applicants who have submitted all required admissions materials. The faculty plan to complete applicant interviews by May 1.

Applicants who are Certified Nurse-Midwives must meet the following requirements in addition to the above:

1. Present evidence of current certification by the American College of Nurse-Midwifery.
2. Have worked as a CNM at least two of the last four years.
3. Submit two nurse-midwifery peer evaluations of current practice.
4. Submit a copy of final performance evaluation statement from U.S. nurse-midwifery educational program.

The graduate programs admit students in September only. Acceptance of a student for admission is based on individual evaluation of character, health, past experience, and potential for graduate study, as well as on the fulfillment of academic requirements. The student should have a definite intention to continue in professional work upon completion of the degree.

Individual consideration is given to foreign students and those applicants who do not entirely meet specific requirements for admission.

## Admission Procedures

Applicants must complete an application form supplied by the Office of Admissions. An application fee of \$25 made payable to Columbia University is required. This fee is not refundable. It is desirable to file an application for admission a full year in advance of the time of entrance. *Applications for Maternity Nursing-Nurse Midwifery should be filed by January 1, and all required admissions materials should be completed by February 1.* Applications for the other graduate programs should be filed by March 1; required admissions materials by April 1. Late applicants will be considered only if openings remain available. The Graduate Admissions Committee will announce decisions in May.

The School offers financial assistance to qualified students through federal traineeships, scholarships, and loans. Such assistance will be considered for those who indicate need and will be based on available funds.

## Readmission

Students who have not been registered for two consecutive terms must file readmission forms and submit a nonrefundable application fee of \$25 through the Office of Admissions. Additional credentials may be required. Students in good standing may reregister within one academic year by filing a reregistration form through the Office of Admissions without a fee.

All readmission requests must be received by the Office of Admissions by November 15 for the spring term and April 15 for the fall term.

## Advanced Standing

Advanced standing is granted on an individual basis at the time of acceptance. Decisions will be based on equivalent content, credit allotment, and satisfactory completion of course.

The requirements for elective courses may be met by prior graduate courses taken within a five-year period. (Course work done for the undergraduate degree will not be considered for advanced standing credit.)

Inquiries for further information and requests for application forms should be addressed to the Director of Admissions, School of Nursing, Columbia University, 179 Fort Washington Avenue, New York, N.Y. 10032.



Debra Fong

# Programs of Study

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## **Adult Nurse Practitioner**

### **Purpose and Objectives**

The program is designed to prepare a qualified nurse to function as a clinical specialist in the delivery of primary health care to the adult age group. Primary care encompasses the concept of long-term health maintenance care for individuals and families through a relationship with one professional who:

1. is fully aware of their level of health and health problems
2. can plan, provide, and coordinate necessary health services
3. will make appropriate referrals for care in collaboration with the client and health team members.

The program prepares the student to be a health-care provider in ambulatory care and to assess the physical, emotional, and developmental status of the adult, as well as to critically evaluate the effectiveness of nursing practice. Graduates are prepared to function collaboratively in community health centers, out-patient departments, industrial and university health services, health maintenance organizations, and home care programs.

The objectives of the adult primary care program are consistent with the common objectives for all graduate programs.

### **Program**

The major track moves along a health-illness continuum. A variety of clinical practice sites are utilized throughout the program including university health services, ambulatory care facilities, community health centers, diagnostic and screening centers, home care programs and extended care facilities.

## **Gerontology**

### **Purpose and Objectives**

This program is designed to prepare a primary care provider for the well and chronically ill aged. Primary care encompasses the concept of long-term health maintenance care for individuals and families through a relationship with one professional who:

1. is fully aware of their level of health and health problems
2. can plan, provide, and coordinate necessary health services
3. will make appropriate referrals for care in collaboration with the client and health team members.

The program prepares the student to be a health-care provider: to assess the physical, emotional, and developmental status of the older adult; to analyze the health behavior of the family; to provide services toward promoting, restoring, or improving health; and to evaluate the effectiveness of nursing practice. The program prepares the student as a clinical specialist and resource person in the field of aging.

In addition to the common objectives for all graduate programs, the graduate will be able to:

1. apply theories relevant to the biological, psychological, and sociological aspects of aging in nursing care of clients
2. serve as a clinical specialist and resource person in the field of aging.

A variety of clinical practice sites will be used throughout the program. The program

is designed to prepare nurse practitioners to provide primary health care to the aged in their homes, in ambulatory care facilities, long-term care facilities, and other selected health care agencies.

## **Maternity Nursing-Nurse Midwifery**

### **Purpose and Objectives**

The purpose of this program is to prepare a maternity clinical nursing specialist who functions as a nurse-midwife as defined by the American College of Nurse-Midwives.

In addition to completion of the common objectives for graduate education, a graduate of the Columbia University program in Nurse-Midwifery will be able to manage the care of essentially uncomplicated women and newborn throughout the childbearing cycle.

### **Program**

The program is planned around preparation in the clinical specialty and is based on a concept of comprehensive maternity care, centered on the family in a community setting. The educational program has among its goals consideration of the needs and desires of the people being served as well as the reduction of maternal and infant mortality and the maintenance of scientific and technical standards of care. It includes the education, emotional support, and guidance of expectant parents, skilled attendance and emotional support throughout labor and the management of the delivery, and the integration of maternity care with good family living.

The program of study is designed to provide the student with continuous opportunity to relate and integrate theoretical knowledge with clinical practice by assuming, under tutorial guidance, responsibility for the complete care of mother and baby throughout the maternity cycle. We believe that this responsibility for application of theoretical knowledge to the realities of clinical practice stimulates the motivating forces of learning, making it a dynamic process within the student which is self-perpetuating and reaches far beyond the time spent within the walls of the University.

The curriculum is designed for mastery learning; that is, the faculty have defined in behavioral terms the minimum performance level in both content and clinical areas that each student must master. The 26 points in clinical specialization are structured into self-contained units of instruction (modules) that promote self-directed learning, provide flexibility in approaching individual clinical management situations and learning patterns, and allow the learner to build upon his or her prior knowledge and clinical expertise.

Clinical experience during major courses is obtained within the nurse-midwifery and obstetrical services of Presbyterian Hospital, Harlem Hospital Center, Roosevelt and St. Luke's Hospitals; Maternal Health Services of Northeastern Pennsylvania/Mercy Hospital, Wilkes-Barre, Pennsylvania; North Central Bronx Hospital, the Albert Einstein College of Medicine Hospital, and State University Hospital, Brooklyn, New York.

Students participate in graduate core courses as well as on intradisciplinary and interdisciplinary health-care teams.

Since students come to the program with widely varied preparation and experience, and with different interests and aims, every effort is made to help them select additional courses which will meet individual needs and to provide as much flexibility as possible. Many of the courses offered by the School of Public Health as well as courses offered by other schools in the University are available to students in this program. Students graduating from this program are eligible to take the National Certification Examination in nurse-midwifery offered by the American College of Nurse-Midwives.

The maternity program requires that the students take their four terms of graduate work in succession. The eight-week summer session is necessary for optimal utilization of



clinical facilities that provide the learning experiences needed for the practice of nurse-midwifery. It is anticipated that the majority of students will complete the requirements for graduation in sixteen months.

Beginning in 1979-1980, a special track of the master's program will be available for certified nurse-midwives who meet admission requirements and who have special interests in clinical teaching, research, or administration. Students may elect to study part-time. Further details available upon request.

## **Pediatric Nursing (Ambulatory Care)**

### **Purpose and Objectives**

The program is designed to prepare a qualified nurse to function as a clinical specialist in the delivery of primary health care to infants, children, and adolescents in a variety of community settings: hospitals, offices, schools, homes, day-care programs, and chronic care facilities.

The program prepares the student to be a health care provider: to assess the physical, emotional, and developmental status of the child; to analyze the health behavior of the family related to culture, life styles, and family interactions; to restore or improve health; and to critically evaluate the effectiveness of nursing practice.

The purpose of the program is to prepare a clinical specialist in the primary health care of children. The clinical specialist role demands excellence in nursing and a willingness to be an active participant in decision-making with patients and family, with members of the health-care team, and with community planners. The required core courses and the major track prepare the nurse for the clinical specialist role and qualify him/her to apply for certification as a Pediatric Nurse Practitioner. The elective courses contribute to the student's functional concentration in teaching, administration, or research. In addition to the common objectives the graduate of the program will:

1. assess and evaluate the health status of children and their families
2. assume accountability for therapeutic intervention with individuals, groups, or families within the pediatric setting
3. initiate, participate in, and utilize research findings in pediatric ambulatory settings
4. utilize knowledge of historical and current issues that influence the profession and the delivery of health care to children.

### **Program**

The major track moves along a developmental-health-illness continuum. During the first term the emphasis is on the healthy infant, in the second term on the well child and adolescent. Theory and concurrent practice provide the student with a rich framework.

In the third term the student focuses on children with minor illnesses and in the fourth term either continues as a generalist or chooses a sub-specialty within the specialty in adolescence, long-term care, or school health. Throughout the four terms the offerings of the major are augmented by courses of the core curriculum in developmental theory, research, assessment, and nursing issues. Role socialization seminars are integrated into clinical sessions. Completion of the program satisfies the educational criteria for Pediatric Nurse Practitioner certification.

The student is encouraged to explore the many offerings of the University and select electives given in other divisions such as the Graduate School of Arts and Sciences and the School of Public Health.



## **Pediatric Nursing (Pulmonary Care)**

### **Purpose and Objectives**

This program is designed to prepare the pediatric nurse to function as a pulmonary nurse specialist in the care of children with acute and chronic pulmonary disease.

The program provides the student with the knowledge and skills to assess the physical, developmental, and emotional status of normal children as well as those who are acutely or chronically ill, and the opportunity to analyze the health behavior of the family and to plan and implement the services needed by the children and their families.

The student will explore the role of the clinical specialist and be involved in collaborating with other disciplines concerned with the care of children with pulmonary disease.

The objectives of the pediatric pulmonary track are consistent with the overall graduate objectives.

### **Program**

The program moves along a health-illness continuum considering first well children in a developmental approach. The second semester moves into chronic illness, diagnosis and management. The third semester focuses on respiratory physiology and disease with clinical experience in assessing and managing care of children with pulmonary disease. In the last semester, students will select an area of interest to develop in depth theoretically and clinically.

## **Perinatal Nursing**

### **Purpose and Objectives**

This program prepares a clinical nurse specialist in perinatal care. The graduate will be prepared to improve and maintain quality nursing care in a variety of perinatal settings with the responsibility for taking on a leadership role. For this program "perinatal" is defined as the time from conception to the end of the first year of life for the infant and from conception through the end of the first postpartum year for the mother.

The program is designed to prepare the graduate to contribute to the improvement of pregnancy outcomes, with the emphasis on care of the sick infant in the neonatal period and maintenance of health during pregnancy and infancy.

The objectives are consistent with the overall graduate objectives.

### **Program**

The program moves along a developmental health-illness track. The first term emphasizes normal fetal-newborn development while the second term focuses on deviations from the normal for the newborn infant. Concentrated theory and concurrent practice are provided within the University and Level Three Regional Perinatal Center. Curriculum flexibility is provided to meet the individual student's goals and interests.

In the third term the student selects the direction of further study, either management of high-risk pregnant women or long-term follow-up of high-risk infants. Clinical placements in the second year are individually arranged for each student, in centers offering different levels of perinatal care.

The student is encouraged to explore courses in teaching, administration or supervision which are offered in the other divisions of the University as preparation for the role of clinical specialist.

## **Psychiatric-Community Mental Health Nursing, Adult/Child**

### **Purpose and Objectives**

The program prepares qualified professional nurses to assume increasing responsibility for meeting the health needs of people in hospital and community settings.

When psychiatric nursing care extends from the institution into the community, the psychiatric nurse is expected to (1) design and provide continuity of care for patients in varied settings; (2) correlate and coordinate mental health services; (3) guide and instruct others in psychiatric and mental health nursing care; and (4) serve as liaison among various disciplines, the patient, the family, and the community.

In addition to the common objectives for all graduate programs, learning experiences are selected which enable the student:

1. to have increasing responsibility for assessment and therapeutic interventions with clients presenting behavioral problems and/or psychiatric syndromes
2. to function with groups as observer-recorder, participant, and group team leader in client-centered therapeutic group activities with families, consumers, and clients
3. to have a continuity of relationship in the treatment process with the client and/or family and with the professional staff in community health through participation in an independent and/or a collaborative relationship between the health delivery systems in the community
4. to be engaged in preventive treatment services as well as those generally considered therapeutic and rehabilitative
5. to investigate clinical nursing practice utilizing the research model, method, and findings.

### **Program**

The program provides two tracks, adult and child, each requiring a minimum of 55 points.

The graduate program includes courses both in developmental theory and in advanced psychiatric and community mental health nursing theory and practice. In addition, courses in anthropology, sociology, and community organization may be taken in various divisions of the University, including the Graduate School of Arts and Sciences and the Schools of Social Work and Public Health. Concurrent clinical experiences in community psychiatric and mental health services are provided to develop skills basic to planning for patient and community needs.

Additionally, the track to prepare the clinical nursing specialist in child psychiatry includes knowledge basic to the care of the emotionally disturbed, physically ill, and/or socially abused child. Concurrent clinical experiences in community psychiatric and mental health services, as well as in special settings, including those in children's hospitals and clinics, are provided to develop skills basic to planning for patient and community needs.

### **Joint M.P.H./M.S.N. Program**

The primary purpose of this interdisciplinary program is to prepare nurse practitioners or clinical specialists who will function effectively as community health practitioners

helping to interpret, plan, and/or administer programs. The program is directed toward nurses with at least one year's appropriate experience who expect to be practicing clinicians and at the same time hold responsible administrative positions, or who plan a career in clinical nursing but desire to enhance their clinical knowledge with a related public health concentration.

Students may apply and be accepted in both programs at the same time, starting in either school. Total degree requirement is 75 points plus the School of Public Health's one-term practicum. At least 30 points must be in residency in each school.

# Courses of Instruction

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The University reserves the right to withdraw or modify the courses of instruction or to change the instructors as may be necessary.

See the Key to Course Listings above.

Students not enrolled in the graduate program at the School of Nursing must have written approval of the Program Director prior to enrollment in any graduate course.

## Core Curriculum

**Nursing M6220x. Introduction to physical and psychological assessment.**  
**Ms. Mellett, Ms. Kaplan, and staff.** **2 pts.**

Prerequisite: the instructor's permission.

Designed to prepare the student to take a complete health and developmental history, perform a systematic physical examination, recognize physical and psychological health and developmental problems, and record findings using the problem-oriented modular record. Lectures, modules, audiovisuals, and supervised laboratory experiences.

**Nursing M6020x and y. Research, I.** **3 pts**  
**Professor Messler.**

Introduction to principles and techniques of behavioral science research in nursing; problem recognition; and conceptualization, design, sampling, data collection, processing, and analysis. Modules and seminars. Development of problem area for clinical research. Consideration of nursing theories for theoretical frameworks.

**Nursing M6030x and y. Research, II.** **3 pts**  
**Professors Dreher, Graham, and Messler.**

Prerequisite: *Nursing M6020* or its equivalent.

Presentation of students' proposals, critical analysis and development of research design for project or thesis.

**Nursing M6031x, y, and s. Research, III** **2-6 pts**  
**Professor Messler and Staff.**

Prerequisite: *Nursing M6030*.

Designed for the student who will be developing a thesis. Refinement of data collection tools, data collection and analysis.

**Nursing M6040y. Strategies in nursing practice.** **2 pts**

Discussion of change theory, systems theory, and administrative concepts as applied to practice as a clinical nursing specialist.

**Nursing M6010y. Life cycle concepts.** **3 pts**  
**Professor Jaffe.**

Designed to acquaint the student with significant concepts related to the human life cycle as it relates to adulthood and the process of aging. Key concepts include separation-individuation, changing time perspective, autonomous functioning, cognitive changes, and other issues, concepts, or topics related to the maturational development of a human being through his or her own unique life cycle.

**Nursing M8020x, y, and s. Clinical teaching practicum in health care.** **2 to 6 pts**

Exploration of teaching of health care within the framework of higher education, continuing education and/or staff development. Emphasis on the role of the teacher and learner in a variety of health care settings. The student is responsible for designing and carrying out the objectives for the teaching practicum. Faculty preceptors are assigned by the department to provide guidance and supervision during the experience.



**Nursing M8030x, y, and s. Clinical administration practicum in health care. 2 to 6 pts**

Application of principles and practices of administration in health care. Emphasis on the role of the administrator in a variety of settings. The student is responsible for designing and carrying out the objectives for the administration practicum. Faculty preceptors are assigned by the department to provide guidance and supervision.

**Public Health P8521x and y. Nursing and the health care scene. 2 pts**  
**Professor Kelly.**

Prerequisite: the instructor's permission.

The implications of educational preparation for nursing practice, quality of care issues including law, ethics, peer review, consumer advocacy, and components of nurse power.

## Adult Nurse Practitioner Program

**Nursing M6720x. Health maintenance of the adult. 3 pts**  
**Professor Lynch.**

To be taken concurrently with *Nursing M6220x* and *Nursing 6710x*

In a systematic approach to the delivery of primary health care, this course considers those aspects relating to health maintenance and prevention of illness. Theory and concurrent nursing practice is focused on primary health care of the well adult.

**Nursing M6710x. Health assessment of the adult. 2 pts**  
**Professor Lynch and Dr. Park.**

Prerequisite: *Nursing M6220x*

This course follows and complements the major course offering "Introduction to Physical and Psychological Assessment." The intent of the course is to provide the student opportunity to interpret physical findings and to learn their implications. An introduction to the interpretation of laboratory data is included. Teaching strategies include physical diagnosis rounds and seminars.

**Nursing M6120x. Pathophysiology—general. 2 pts**  
**Members of the Department of Medicine.**

The course is taught by leading physicians involved in research and/or practice. It is offered as a separate course to enable students to study and assimilate the pathophysiology of selected illnesses affecting adults and children.

**Nursing M6121y. Pathophysiology—adult. 2 pts**  
**Members of the Department of Medicine.**

This course is required for students in the Adult and Gerontology Primary Care programs. The pathogenesis of common conditions affecting adults will be presented and serve as a basis for clinical management.

**Nursing M6730y. Diagnosis and management of common health problems. 6 pts.**  
**Professor Lynch and staff.**

Prerequisite: *Nursing M6720x, 6120x*. Prerequisite or Concurrent: *Nursing M6121y*.

Utilizing a systems approach, frequently occurring episodic and chronic health problems manifest in adult care are studied. A variety of ambulatory care facilities are utilized for clinical practice.

**Nursing M8770x-M8771y. Diagnosis and management of illness in adults, I and II 6 pts**  
**Ms. Mellett and staff.**

Prerequisite: *Nursing M6730y*.

Utilizing a systems approach, the diagnosis and management of health conditions manifest in adult primary care are studied. A variety of ambulatory care facilities are utilized for clinical practice.

**Nursing M8790x and y. Individualized study in adult primary care. 2-8 pts**  
**Professor Lynch.**

Prerequisite: *Nursing M6730y*.

Selection of a specific area of interest within the adult primary care specialty. With the guidance of a preceptor, intensive study is combined with clinical practice. Proposed work must be outlined before registration. Final written report required.



## Gerontology

**Nursing M6770x. Health maintenance of the elderly. 3 pts**  
**Ms. Quinlan.**

In a systematic approach to the delivery of primary health care, this course considers those aspects relating to health maintenance and prevention of illness. The theory and concurrent nursing practice is focused on primary health care of the essentially well older adult. Health education and anticipatory guidance are stressed. Emphasis is placed upon the normal aging process and upon the coping mechanisms of the older person under physiological stress. Nursing interventions to increase the probability of successful aging are studied.

**Nursing M6750y-M6751x. Nursing seminar in gerontology, I and II. 2 pts**  
**Ms. Quinlan.**

These courses are taken concurrently with *Nursing M6730y* and *Nursing M8770x*. The seminars focus on the application of theory and clinical content in the care of the elderly.

**Nursing M6780y. Health problems of the aged. 2 pts**  
**Ms. Quinlan.**

In a systematic approach to the delivery of primary care, this course considers those aspects relating to the diagnosis and management of frequently occurring health problems and conditions of the elderly.

**Nursing M8780x and y. Individualized study in gerontology. 2-8 pts**  
**Ms. Quinlan.**

Selection of a specific area of interest within the gerontology specialty. With the guidance of a preceptor, intensive study is combined with clinical practice. Proposed work must be outlined before registration. Final written report is required.

## Maternity Nursing-Nurse Midwifery

**Nursing M6462x, y, and s. Health assessment of adult female. 2 pts**  
**Professor Decker and staff.**

In-depth anatomy and physiology of the reproductive system with application to complete physical and pelvic assessment of the adult female. Includes components of communication theory as applied to complete history-taking, interpretation of laboratory values, and human sexuality. Seminars, lab and clinical practice.

**Nursing M8472x, y, and s. Antepartum normal. 5 pts**  
**Professor Decker and staff.**

Prerequisite: *Nursing M6462* and *Nursing M6220*.

The physiological, social, and emotional components of antepartum care. Embryology and fetology, genetics, communication theory, principles of preparation of families for childbearing, and community aspects of maternal, newborn, and family health services. Practice includes nurse-midwifery management of care of normal antepartum woman. Seminars and clinical practice.

**Nursing M8473x, y, and s. Intrapartum normal/early postpartum newborn. 6 pts.**  
**Mses. Kulb and Kaplan.**

Prerequisite: *Nursing M6462* and *M6220*.

Nurse-midwifery management of the care of the normal intrapartum woman. Content includes anatomy and physiology relevant to care of intrapartum and early postpartum patient, review of labor support and physical needs, theory of neonatal adaptation of extrauterine life, resuscitation, and management of normal labor, delivery, and immediate postpartum care of mother and newborn.

**Nursing M8474x, y, and s. Interconceptional care. 3 pts**  
**Ms. Robinson and staff.**

Prerequisite: *Nursing M6462* and *M6220*

Theory and practice related to nurse-midwifery management of interconceptional care. Anatomy and physiology relative to postpartum woman, endocrinology, current contraceptive methods including indications and contraindications for use, knowledge of demography, and theory of minor gynecological variations and common problems. Seminars and clinical practice.

**Nursing M6465x, y, and s. Neonatology. 2 pts**

**Ms. Shanik and staff.**

Prerequisites: *Nursing M6462, M8472, M8473, M8474, and M8475.*

Seminar discussion of common newborn variations and problems. Interdisciplinary approach using expertise of physicians, nurse-midwives, and perinatal nurses in care of sick newborn.

**Nursing M6464x, y, and s. Parent education. 2 to 4 pts**

**The staff.**

Prerequisites: *Nursing M6462 and M8472.*

Principles of teaching and learning applied to preparation for child bearing. Development of parent classes and supervised teaching experiences included.

**Nursing M8475x, y, and s. Clinical practicum in nurse-midwifery. 5 pts**

**The staff.**

Prerequisite: all other clinical major courses except *Nursing M6466 and M6464.*

Intensive integration of theory and clinical practice in the nurse-midwifery management of medically and obstetrically uncomplicated women and newborns throughout the childbearing cycle. Clinical practice in all areas, teaching rounds, case presentations, and seminars with professional colleagues.

**Nursing M6466x, y, and s. Nursing management of high risk pregnancies.**

**Ms. Warrick and Sr. Rose Carmel.**

**3 pts**

Prerequisites: *Nursing M6462, M8472, M8473, M8474, and M8475.*

Theory and rationale for medical and nursing management of the care of the patient with complications of pregnancy, labor, and delivery, and the postpartum period. Practice includes provision of expert nursing care, as well as identification of high-risk patient, through history taking, laboratory findings, and physical examination. The interdisciplinary health team approach is utilized.

**Nursing M6470x, y, and s. Guided study in maternity nursing. 2-6 pts**

**Dr. Messler and faculty.**

Prerequisite: the instructor's permission.

Beginning graduate level selection of area of theory in maternity nursing for in-depth study with guidance by faculty preceptor.

**Nursing M8490x, y, and s. Independent study in maternity nursing.**

**Professor Decker and staff.**

**1 to 6 pts**

Prerequisite: the instructor's permission.

Selection of area of theory in maternity nursing-nurse-midwifery for in-depth study with guidance by faculty preceptor.

**Nursing M8495x, y, and s. Clinical preceptorship in nurse-midwifery.**

**Professor Decker and staff.**

**2-6 pts**

Prerequisites: *Nursing M6220, M6462, M8472, M8473, M8474, and M8475.*

Selection of area of advanced nurse-midwifery practice. Work in collaboration with faculty preceptor and staff nurse-midwives in a variety of nurse-midwifery services.

## Pediatric Nursing (Ambulatory Care)

**Nursing M6610x. Physical and psychological assessment of the normal child. 2 pts**

**Ms. Albritten and Ms. Buschman.**

Prerequisite: the instructor's permission.

Designed to prepare the student to take a complete health and development history of the normal child, perform a systematic physical examination, recognize physical and psychological health and developmental problems, and record findings using the problem-oriented modular record. Lectures, modules, audiovisual presentations, and supervised laboratory experiences.

**Nursing M6120x. Pathophysiology—general. 2 pts**

**Members of the Department of Medicine.**

The course is taught by leading physicians involved in research and/or practice. It is offered as a separate course to enable students to study and assimilate the pathophysiology of selected illnesses affecting adults and children.

**Nursing M6122y. Pathophysiology—child.****2 pts****Members of the Department of Pediatrics.**

The course is required for students in the Pediatric Primary Care Program. The pathogenesis of common conditions affecting children will be presented and serve as a basis for clinical management.

**Nursing M6620x. Health maintenance of the infant and young child. 3 pts****Ms. Albritten and Dr. B. Fiscina.**

Open to students in other major areas in nursing with the instructor's permission. Theory and concurrent nursing practice are focused on the primary health care of infants and young children. In the maternity setting, clinics, and nursery schools, students provide support, counseling, and health education to parents as well as health care to children. Students assess the health status, growth, development, and behavior of infants and young children, as well as parents' responsiveness and child rearing styles. They individualize counseling to assist parents to enjoy parenthood while learning about infant and young children's behavior. Conferences and classes on health provide parents with information to help them make decisions when their children are ill or exhibit behavior changes. Methodologies include lectures, seminars, audiovisuals, observations, and precepted clinical experiences in hospital and community settings.

**Nursing M6630y. Health maintenance of school age and adolescent. 6 pts****Ms. Albritten and Dr. B. Fiscina.**

An expansion of knowledge of primary health care to children and adolescents and an opportunity to utilize newly acquired skills and knowledge. Daily conferences and information on issues of pediatric ambulatory care. Interdisciplinary conferences assist in role clarification and set the stage for appropriate referrals and collegial relationships. Students assess children for health status, behavior patterns, growth, and development and assist parents by providing information and counseling and encouraging them in decision-making. Teaching health classes to school children provides practitioner students the opportunity to meet children's needs as health consumers.

**Nursing M8670x. Diagnosis and management of illness in children. 6 pts****Ms. Grey and Dr. B. Fiscina.**

Provision of primary health care to children with common episodic illnesses. The course and management of selected illnesses of children and practice in recognizing and managing problems in the clinical setting. Working within the protocols set by the institution and under the supervision of preceptors, students acquire skill in making decisions, providing care, and making judicious referrals to physicians or other health-care providers. Students provide for continuity of care when patients require the services of consultants. Clinical settings include ambulatory care clinics and community family centers. Lecture, seminar, audiovisual techniques, precepted laboratory experiences.

**Nursing M8690y. Individualized study in pediatric primary care. 4 to 8 pts****Professor Jackson and Ms. Grey.**

A specific area of interest is selected within the pediatric primary care specialty. With the guidance of a preceptor, intensive study is combined with clinical practice in a variety of settings. Required: outline of proposed work before registration and final written report. Areas of study and practice might include primary care of children in adolescent and youth clinics, public and private health maintenance organizations, nursery schools, after-school programs in neighborhood community centers. Clinical practice, case presentations, teaching rounds, and colloquia.

**Nursing M6635y. The chronically ill child and the family.****2 pts****Ms. Grey.**

Students will study the work of theorists and researchers on the psychological and social consequences of illness on children and their families. Emphasis is placed on theory from the behavioral sciences necessary to provide care to clients with chronic and/or handicapping conditions both in and out of the hospital. Methods: case studies, seminars.

## Perinatal Nursing

**Nursing M6650x and y. Newborn assessment.****2 pts****Ms. Shanik.**

Prerequisite: *Nursing M6220*.

Focuses on preparing the nurse to perform a comprehensive health appraisal on the newborn and to make a clinical assessment of developing maternal infant attachment.



**Nursing M6150x. Fetal-newborn physiology. 3 pts****Professor Stanek.**

Physiological development of fetus by systems: adaptations during labor, delivery and immediate postnatal period, initiation of parturition. Lecture.

**Nursing M6660x. Perinatal nutrition, I. 2 pts****Professor Rosso.**

Metabolic changes during pregnancy, maternal nutrient requirements, maternal-fetal exchange, fetal nutrient requirements, specific deficiencies, and outcome of pregnancy. Assessment of nutritional status in a pregnant woman.

**Nursing M6661y. Perinatal nutrition, II. 2 pts****Ms. Muttart.**

Newborn-infant nutrition: emphasis on the nutritional requirements and gastro-intestinals function of normal neonate and guidelines to the therapeutic needs of the abnormal. Historical and cultural aspects included.

**Nursing M6130y. Pathophysiology of the newborn. 3 pts****Ms. Shanik.**

Prerequisite: *Nursing M6150*.

Must be taken concurrently with *Nursing M8630y*.

Study of the pathological interruptions in the newborn adaptation to extrauterine life.

**Nursing M8630x and y. Perinatal nursing practicum. 4 pts****Professor Messler and staff.**

Prerequisite: *Nursing M6650*, to be taken concurrent with or following *Nursing M6130*.

Clinical course focusing on continuous assessment and nursing management for maternal—fetal and newborn clients. Seminars and written work will be supplemented to analyze the role of the clinical specialist in this area.

**Nursing M8640x and y. Advanced practice in perinatal nursing. 4 pts****Professor Messler.**

Prerequisite: the instructor's permission.

Field placement in a regional perinatal setting, participation as an active member of a multidisciplinary team. Observation of administrative process in delivery of services.

**Nursing M6466x. Nursing management of high-risk pregnancies. 3 pts****Ms. Warrick.**

Designed to assess the high-risk factors involved in pregnancy and the birth process. Special attention given to screening and working with women experiencing complications. Seminars, assignment to high-risk settings, modules.

**Nursing M8650x and y. Individualized study in perinatal nursing. 4 to 8 pts****Professor Messler and staff.**

Selection of a special area of interest within perinatal nursing. Clinical practice and intensive study under the guidance of a preceptor. Outline of proposed work and final written report required. Opportunity to develop skills in expanded role.

## Psychiatric-Community Mental Health Nursing

### Common Courses

**Nursing M8588x. Theory of group development. 1 pt****Professor Lennon. 2 hours a week.**

Weekly seminar discussion of assigned readings and classroom learning. Emphasis on concepts of group formation, problem resolution, and termination, and exploration in depth of concepts of leadership, membership, and responsibility.

**Nursing M8592x-M8593y. Clinical practice and supervision with groups, I and II. 2 pts**

**Professor Lennon and staff.**

Prerequisite: the instructor's permission.

The student participates as a leader or co-leader in a goal-oriented group. Clinical supervision focuses on the dynamic nature of group development. Reading and written assignments and group discussion.

**Nursing M6585x and y. Theory of community mental health nursing. 2 pts**  
**Professor Lennon. 2 hours a week.**

Prerequisite: *Nursing M6582—Evaluation and intervention in psychiatric illness*, and the instructor's permission.

Basic concepts and development of community mental health. The functional roles of the clinical specialist in community mental health. Seminar discussion, reading, and written assignments.

**Nursing M8560y. Introduction to family theory and therapy. 3 pts**  
**The staff.**

Prerequisite: the instructor's permission.

This course is an introductory course in family theory and therapy. It will present the concept of the family as a system, theoretical models upon which to base clinical practice and seminal ideas in family therapy. It will consist of seminars, structured around relevant readings from the family literature and supervision. Each student will also be assigned to work with a family. Clinical supervision will be provided by faculty members. There is a required written assignment.

**Nursing M6530x. Developmental basis of therapeutic processes. 3 pts**  
**Ms. Meyer. 2 hours a week.**

Limited to 20 students.

Concepts of ego psychology and maturational sequence from infancy through adolescence. Special emphasis on concepts of attachment behavior, trauma, anxiety, and identity formation in normal development. Seminar discussion.

## **Adult**

**Nursing M6594y. Concepts of psychiatric nursing. 2 pts**  
**The staff. 2 hours a week.**

Prerequisite: *Nursing M6530* and the instructor's permission.

Through weekly reading assignments and discussion, the student is introduced to expectable and extreme manifestations of psychological stress reactions, with focus on sensory deprivation, grief, loneliness, panic, delusions, hallucinations, and suicidal behaviors.

**Nursing M6562y. Psychological assessment of adults. 2 pts**

Interviewing and psychological assessment of adults to ascertain the level of psychological functioning. Techniques and methodology presented. Seminar includes demonstrations and clinical assignment to insure student participation.

**Nursing M6582y. Evaluation and intervention in psychiatric illness. 2 pts**  
**Dr. Goldberg and staff. 2 hours a week.**

Prerequisite: the instructor's permission.

Seminar focusing on understanding anxiety, depression, mania, schizophrenia, and other psychiatric disorders. Psychiatric assessment and psychotherapeutic interventions taught through readings, discussion, and tapes.

**Nursing M6584x. Psychobiology of behavior. 2 pts**  
**Dr. Goldberg and staff.**

Prerequisite: *Nursing M6582—Evaluation and intervention in psychiatric illness*.

Neurochemical, genetic, and psychodynamic bases of psychopathology. Psychopharmacological and psychotherapeutic treatment of mental illness. Readings, seminars, discussion.



**Nursing M8590x-M8591y. Clinical practice and supervision with individuals, I and II. 2 pts**

**The staff.**

Prerequisite: the instructor's permission.

Each student is given an opportunity to work with one or more individuals or families, and is responsible for assessing and working with the physical, psychological, and social aspects of the clinical case under nursing supervision. Readings, clinical practice, and supervision.

**Nursing M8594x and M8595y. Clinical practice in institutions, I and II. 4 pts**

**The staff.**

Prerequisite: the instructor's permission.

Students participate as active members of multidisciplinary teams in psychiatric or other health oriented organizations, focusing on further development of clinical skills with individuals and groups, demonstrating consultation, teaching, and management skills within the organization. Required readings, written assignments, and specific projects designed to help the student practice and appreciate the clinical specialist role within an institution.

**Child (Liaison)**

**Nursing M6570x. Introduction to clinical specialization in child psychiatric nursing. 3 pts**

**The staff.**

Weekly seminars to discuss and demonstrate clinical skills basic to the practice of the clinical specialist. Weekly practicum to further develop skills and to develop clinical applications of concepts.

**Nursing M6572x. Psychological assessment of children. 2 pts**  
**Ms. Buschman and staff.**

Seminar discussion, lectures by instructor and guests, observations of interviews with children, and student presentation of clinical data. Health assessment interviews required.

**Nursing M8620y. Clinical practice with children and families under stress. 2 pts**  
**Ms. Buschman and staff.**

A practicum designed to provide students with exposure to children and adolescents stressed by acute, chronic, or life-threatening disease and by congenital deformities. The experience gives students opportunity to work with these young patients and their families and to appreciate the effects of such stress upon growth, development, family and social functioning. Collaboration with professionals within the context of the pediatric out-patient department and community agencies is encouraged. Home visiting to be arranged where appropriate.

**Nursing M8350y. Clinical seminar: children and families under stress. 2 pts**  
**The staff.**

Discussion of the applicability of consultation and liaison skills. Weekly presentation of theories of stress, child and family adaptations to stress, and nursing interventions. Assigned readings and audiovisual materials.

**Nursing M6575y. Evaluation and intervention in child psychopathology. 2 pts**  
**The staff.**

Seminar focusing on understanding autism, schizophrenia, neurosis, and organic mental syndrome. Psychotherapeutic intervention taught through readings, discussion, and interviewing.

**Nursing M6578x. Treatment modalities for disturbed and distressed children. 2 pts**  
**Ms. Meyer.**

Eclectic study of modalities currently useful in treatment of children. Includes psychotherapies, creative arts, mutual story telling techniques, psychopharmacology, behavior modifications, milieu children's groups. Readings, lectures, audiovisual presentations.

**Nursing M8564y. Clinical practicum in residential setting. 2 pts**  
**The staff.**

Field placement designed to provide liaison and intervention skills in experience with children requiring residential treatment.

**Nursing M8340x. Advanced practice with children and families, I. 3 pts**  
**The staff.**

Practicum with distressed/disturbed children and families in hospital liaison and community mental health. Liaison skills developed within the institutional setting. Treatment with selected children and families, interdisciplinary collaboration, observation of administrative process in delivery of services in both practice areas. Weekly clinical supervision and selected readings.

**Nursing M8341y. Advanced practice with children and families, II. 3 pts**  
**The staff.**

Continuation of field placement with the development of a special treatment focus by the student, e.g., a children's activity group, parent group, advocacy for a client or group of clients, etc. Weekly clinical supervision and selected readings.

## Supporting Courses

**Public Health P6100. Introduction to vital statistics. 1 pt**  
**2 lecture and 2 laboratory hours a week.**  
**Autumn term (quarter 1).**

Mass data of the health fields: the content of vital statistics; methods of collection, tabulating and graphing data; elementary methods of analyzing some of the simpler types of data in terms of averages, percentages, and rates. Laboratory work is devoted to the practical application of the methods presented in the lectures.

**Public Health P6101. Introduction to the analysis of experimental data. 2 pts**  
**2 lecture and 2 laboratory hours a week.**  
**Autumn term (quarter 2).**

Summarization of experimental data by means of percentages, averages, and measures of variation; methods for evaluating chance variation as applied to percentages and averages; introduction to the general concept of correlation. Laboratory work is devoted to the practical application of the methods presented in the lectures.

**Teachers College TX4020x. Statistical methods I. 4 pts**  
**Sec 1: MW 1-2:30; Sec 2: TuTh 5:10-6:40; Sec 3: MW 5:10-6:40. Lab: hours to be arranged.**

Prerequisite: a passing score on an examination in arithmetic and elementary algebra, given before and during registration (practice and diagnostic materials available from the Statistics Office). Laboratory fee: \$5.

Elementary statistical methods for those planning one or two terms of statistics. Measures of central position and variability; zero-order correlation; regression with one independent variable; use of the normal distribution; and simple sampling, estimation, and hypothesis-testing procedures. Laboratory devoted to applications in substantive areas of research.

**Teachers College TI5021x. Methods of empirical research, I. 3 pts**  
**Sec 1: W 1-2:50; Sec 2: W 5:10-7.**

Prerequisite: *TJ3700* or the equivalent, and the instructor's permission.

Recommended preparation: *TP3500* or the equivalent.

An introduction to the methods of scientific inquiry, research planning, and techniques of making observations and analyzing and presenting data. Topics include methods of inquiry, the role of research in theory, formulating problems and hypotheses, sampling, measurement, and the design of empirical research. Students are given the opportunity to design research projects.

**Teachers College TI5022y. Methods of empirical research II. 3 pts**  
**Sec 1: W 1-2:50; Sec 2: W 5:10-7.**

Prerequisite: *TI3830* or the equivalent, and the instructor's permission.

Provides an opportunity to plan and execute a modest research project and to study certain research methods and techniques in greater depth than in *TI3830*. These include design, sampling, direct observation, interviews and questionnaires, and scale construction. Time is provided in the course schedule for supervised work on the project.

**Elective courses 3 to 6 pts**

**Autumn and spring terms.**

## Suggested Courses

**Teachers College TY4005x and y. Principles of teaching. 2 to 3 pts**  
**Professor Lange.**

The teaching process in relation to the purposes of education, human growth, and personality, the nature of learning, the dynamics of groups, the nature of subject matter and evaluation.

**Teachers College TY4000x. General course in curriculum and teaching. 3 pts**  
**Professor Lange.**

Curriculum issues and problems, their rationale, and implications for education.

**Teachers College TD4011x and y, A and B. Curriculum and instruction in higher education. 3 pts**

**Professors Sindlinger and Leemon.**

Trends and issues pertaining to liberal, general, specialized, and professional education. Internal and external interests that influence curriculum instruction decisions and their implications for the organization and administration of colleges and universities.

**Teachers College TN4031x and y. Curriculum and teaching in nursing education. 3 pts**

**Autumn: Professor Rines. Spring: Instructor to be announced.**

Prerequisite: *TD4011*.

Required of all students preparing for educational administration and teaching. Fundamental principles of curriculum development as they apply to nursing education. Development of instructional plans and materials, teaching methodology, and evaluation of student progress.

**Teachers College TN4033x. Staff development in nursing, I. 3 pts**

Presentation of constructs and techniques used in the process of staff development in nursing. Experience in diagnosing learning needs, developing objectives, selecting curriculum designs, and implementing evaluation procedures.

**Teachers College TN4034y. Staff development in nursing, II. 3 pts**

Study of the organization and administration of staff development programs. Focus on change theory as a tool to facilitate staff development goals.

**Teachers College TD4050x, y, and A. Introduction to adult and continuing education. 3 pts**

**Professor Mezirow.**

An introduction to the professional field of adult and continuing education—purposes, forms, issues; the adult learner and the concepts of lifelong learning; overview of current developments in universities and colleges, community agencies and organizations, public schools, and job-related settings. Emphasis on collaborative student participation.

**Teachers College TH4012x. Family and kinship in social and cultural context. 3 pts**

**Tu 1-2:50**

Culture, class, and ethnic variations in family and kinship systems, with special attention to urban settings.

## Health Administration

**Public Health P6501. Imperatives of health administrations. 3 pts**  
**3 hours a week.**

Prerequisite: for students not majoring in health administration, the instructor's permission.

Lectures, seminars, and required reading. Focus on practical administrative problems dealing with quality and cost control of services, budget formulation, grantsmanship, and strategies. Readings include issues discussed in current health services administration journals. Periodic examinations, exercises.

**Public Health P6502. Health care delivery systems. 3 pts**  
**3 hours a week.**

A review of contemporary approaches to the delivery of health-care services in the United States. The dimensions, components, constraints, and varied responses of the health-care system.

**Public Health P6509. Health management techniques. 2 pts**  
**2 hours a week.**

Prerequisite: the instructor's permission.

Provision of concepts and techniques of management, organization, planning, and control; problem-solving situations; and fundamental elements of personnel supervision. Key management techniques taught in practical fashion to enhance self-confidence in applications of management knowledge and skills. Class discussion and final examination.

**Public Health P6513. Hospital organization and management. 3 pts**  
**3 hours a week.**

An overview of the administrative elements of hospital functions, including background and theoretical concepts, and opportunities for examination and open discussion of the issues and problems of hospital management. The approach is from the general to the particular, to provide students with a workable overall knowledge of hospital organization, as well as more particular insight into certain typical and key departments. Field visits.

**Public Health P6518. Health facilities planning and design. 3 pts**  
**3 hours a week.**

Prerequisite: the instructor's permission.

Provision of concepts, terminology, and cost factors, along with an awareness of design techniques, regulatory standards, budgeting, sources of capital financing, and instruction associated with the long-range planning, programming, designing, financing, and building of health facilities.

**Public Health P6530. Overview of health services administration. 2 pts**  
**2 hours a week.**

Readings and lectures by key faculty members who are subsequently involved in the major course offerings of the division provide an introduction to areas of health policy, planning, sociology of health, economics, and services; administration, organization, finance, and delivery of health care and services in public and private agencies; assessment and evaluation of health care and the history, philosophy, and ethical considerations in public health. In-class examinations.

**Public Health P6553. Nursing administration, II. 2 pts**  
**2 hours a week.**

Prerequisite: the instructor's permission.

Examination and application of administrative principles and functions in the organization and management of the delivery of nursing services in the community. Emphasis on personnel management, labor relations, staff development, quality control, and evaluation of nursing services.

Other courses offered by the Graduate School of Arts and Sciences, the School of Public Health, or other graduate divisions may be selected by students with the approval of the faculty adviser. Students should consult the appropriate bulletins.



# Registration, Expenses, and Other Information

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# Registration, Expenses, and Other Information

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## Registration

Students must register in the Office of the Registrar, Room 1-138, Black Building, 630 West 168th Street, before they may attend classes. Registration consists of filling out forms and paying of fees.

All students will be asked to give Social Security numbers when registering in the University. Those who do not now have a number should obtain one from their local Social Security office well in advance of registration.

Students in the graduate programs are required to have proof of malpractice insurance and current nursing licensure upon entering the program.

For the autumn term 1979-1980 all students, graduate and undergraduate, register on September 4 and 5, 1979.

## Changes in Programs of Study

Once registered, a student may drop or add courses or change sections by filing a formal change-of-program application with the Registrar during the change-of-program period each term: September 10-14 for the autumn term, and January 24-30 for the spring term. All such changes must first be approved by the student's adviser.

Students may drop courses *after* the change-of-program period by following the same procedure; however, for individual courses dropped after the last day for change of program in each term, no adjustment of tuition will be made. Autumn-term courses may be dropped no later than November 15, spring-term courses no later than March 20. *Failure to attend classes or unofficial notification to the instructor does not constitute dropping a course and will result in a failing grade in the course.*

## Auditing Courses

Degree candidates in good standing who are enrolled for a full-time program in the current term may audit one or two courses (except during the summer term) in any division of the University without charge by filing a formal application in the Registrar's Office (Room 1-138, Black Building) during the change-of-program period. Applications require (a) the certification of the Registrar that the student is eligible to audit and (b) the approval of the dean of the school in which the courses are offered.

For obvious reasons, elementary language courses, laboratory courses, studio courses, applied music courses, and seminars are not open to auditors; other courses may be closed because of space limitations. In no case will an audited course appear on a student's record, nor is it possible to turn an audited course into a credit course by paying the fee after the fact. Courses previously taken for credit may not be audited.

## Regulations

According to University regulations, each person whose registration has been completed will be considered a student of the University during the term for which he or she is registered unless the student's connection with the University is officially severed by withdrawal or otherwise. No student registered in any school or college of the university

shall at the same time be registered in any other school or college, either of Columbia University or of any other institution, without the specific authorization of the dean or director of the school or college of the University in which he or she is first registered.

The privileges of the University are not available to any student until he or she has completed registration. Since, under the University statutes, payment of fees is part of registration, no student's registration is complete until his or her fees have been paid. A student who is not officially registered for a University course may not attend the course unless granted auditing privileges (see above). No student may register after the stated period unless he or she obtains the written consent of the appropriate dean or director.

The University reserves the right to withhold the privilege of registration or any other University privilege from any person with unpaid indebtedness to the University.

## Transfer of Credit

Credit for summer course work taken at another university may be awarded only with prior written approval of the Office of the Assistant Dean. Graduate students seeking transfer of credit for work taken at another university must obtain written permission of the Program Director prior to enrollment in the course.

## Attendance and Length of Residence

Of the 120 points (units of academic credit) required for the baccalaureate degree, 45 must be taken in residence at Columbia, 30 of these at the School of Nursing. (The final 15 points must be taken in residence at Columbia.)

A student in good standing may, for special reasons, be granted a leave of absence by the Associate Dean. The length of the absence depends upon the particular courses the student is taking at the time of the leave and when these courses will be offered again, since all courses are not offered every term.

Regular class attendance is necessary for attainment of satisfactory performance in college work and is the responsibility of each student. Requirements for class attendance within any course are at the discretion of the faculty member responsible for the course. Attendance is always required on the first day of each course. Clinical commitments within courses are also required.

## Religious Holidays

It is the policy of the University to respect its members' observance of their major religious holidays. Officers of administration and of instruction responsible for the scheduling of required academic activities or essential services are expected to avoid conflict with such holidays as much as possible. Such activities include examinations, registration, and various deadlines that are a part of the academic calendar.

Where scheduling conflicts prove unavoidable, no student will be penalized for absence due to religious reasons, and alternative means will be sought for satisfying the academic requirements involved. If a suitable arrangement cannot be worked out between the student and the instructor involved, students and instructors should consult the appropriate dean or director. If an additional appeal is needed, it may be taken to the Provost.

## Grades

The grading system is as follows:

A+ or A, excellent; A- or B+, good; B or B-, average; C+ or C, passing; C-, poor but passing; F, Failure.\*

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\*Failure to obtain a passing grade will be sufficient reason for asking a student to repeat the course or to resign. Students who fail a course but are permitted to remain in the program will be placed on academic probation for the term following the course failure.

**Pass-Fail Grades:** undergraduate students may elect the Pass-Fail grading option for up to 8 courses or a total of 28 points. Graduate students may elect the Pass-Fail grading option for elective courses only. All courses in the major must be taken for letter grades. Grades of P are not included in the grade-point average; however, grades of F are included. Students who wish to elect a pass-fail grade must secure written approval from their academic advisers by November 15 in the autumn term and March 20 in the spring term.

The grade of D, poor but passing, is used by other divisions of the University. No more than 15 points of D work will be credited toward the bachelor's degree. Credit for D work is accepted only for courses taken at Columbia University.

The mark of F\* (failure due to unofficial withdrawal) is assigned to a student who discontinues attendance in a course without formally notifying the Office of the Registrar.

The mark of ABS (authorized absence from an examination) is given by the instructor with the approval of the Office of the Assistant Dean to those students who for imperative reasons are unable to take the final examination. If a student is unable to attend the final examination because of illness or some other emergency, he or she must, to receive the mark of ABS, communicate with the instructor before the examination. The student must remove the ABS during the term following the one in which it was received, otherwise the ABS will be changed to F.

The mark of INC (incomplete) is given by the instructor with the approval of the Office of the Assistant Dean and only under special circumstances. Deadlines for completion of course work should be arranged between instructor and student, but unless removed by completion of the required work within one year of the date of the final examination in the course for which the incomplete was granted, the INC will be changed to F. A student with more than two INC's on his or her record will not be permitted to register for the following term.

In the computation of grade averages, marks for courses are awarded quality points on the following scale: A = 4, B = 3, C = 2, D = 1, F = 0. For each plus or minus unit an adjustment of +0.3 or -0.3 is made.

## Academic Standards

In order to continue in good standing, undergraduate students must maintain a 2.00 (C) average. All course grades in the major must be at the C- level or above. A student who fails to maintain these standards is placed on academic probation for one term. If grades do not improve during that term a student may be asked to withdraw from the program.

Graduate maternity students must master the content and clinical portions of each module in sequence in order to continue in this program. A grade average of B must be maintained in all other courses.

All graduate students must earn a B in each clinical course and a B average in theoretical courses. Registration in an advanced clinical course requires successful completion of the preceding clinical course. Any deviation from this policy requires written approval from the director of the program.

## Dean's List

During each academic term, undergraduate students who have earned an average of 3.3 (B+) or higher in 12 or more points of letter credit for the preceding term are placed on the Dean's List. Students who have received grades of D, F, INC, or ABS during the term are not eligible for consideration. Any student who has earned a B+ average but has failed to receive notification at the appropriate time of having been placed on the Dean's List should notify the Office of the Assistant Dean.



## Academic Discipline

The continuance of each student upon the rolls of the University, the receipt of academic credits, graduation, and the conferring of any degree or the granting of any certificate are strictly subject to the disciplinary powers of the University.

## Conduct

All members of the University community, its visitors and guests, are governed by the Rules of University Conduct, which apply to all demonstrations, including rallies and picketing, that take place on or at a University facility. It is the student's responsibility to be aware of all provisions, regulations, and procedures contained in the Rules. Copies are available in the Office of the University Senate, 406 Low Memorial Library.

## Honor Code

Academic and intellectual integrity are accepted principles in the nursing profession. An honor code, created and administered by the student body, is the formal acknowledgment of this understanding in the School. Each student is expected to abide by it.

## Fees

The following fees, prescribed by statute, are subject to change at the discretion of the Trustees.

Tuition is payable each term in advance and as part of registration. The health service fee and the Student Accident and Health Insurance premium are payable at registration each autumn and spring term as indicated below. The annual hospital insurance premium is payable at registration in September. If these fees are paid after the last day of registration (see *Academic Calendar*), they will not be reduced, and a late fee of \$25 will be imposed. Checks for tuition and fees should be made payable to Columbia University.

## Tuition

### *Undergraduate students:*

For all courses, per point	\$213.00
With the proviso that the fee for a full-time program in the autumn or spring, per term, is	2,560.00

### *Graduate students:*

For all courses, per point	224.00
With the proviso that the fee for a full-time program in the autumn or spring, per term, is	2,685.00

## Health Service Fee

For all full-time students

<i>Freshmen and sophomores:</i> Autumn term	\$26.00
Spring term	26.00



<i>Juniors, seniors, and graduate students:</i>	Autumn and spring terms	
Single		215.00
Married		430.00
Family		560.00

## Student Accident and Health Insurance and Hospital Insurance Premiums

### Student Accident and Health Insurance premium

<i>Freshmen and sophomores:</i>	Autumn term	\$30.00
	Spring term	50.00

### Hospital insurance premium

<i>Juniors, seniors, and graduate students:</i>	Per year	
Single		\$157.00
Family		376.00

The student health service fee contributes to the cost of operating the Student Health Service. Students are also required to be covered by a hospitalization plan. Freshmen and sophomores pay the Student Accident and Health Insurance. Juniors, seniors, and graduate students pay the hospital insurance fee, which covers the annual premium of the Associated Hospital Service of New York. Participation in these programs is compulsory for all full-time students; students who already carry hospital insurance, however, and who show proof of comparable coverage at Registration, will be charged the health service fee only. Dependents of students may acquire hospital insurance coverage and are eligible to receive the benefits of the health service program upon payment of additional fees. Students should consult the Office of the Registrar, Room 1-138, Black Building, for further information on dependent coverage.

## Application Fees and Late Fees

Application for admission	\$25.00
Late registration: minimum charge	25.00
Late application, or late renewal of application, for a degree	25.00

## Withdrawal and Adjustment of Fees

Any student wishing to withdraw from the University, who is in good academic standing and not subject to discipline, will always be given an honorable discharge. For those under twenty-one years of age, the Assistant Dean must first receive the written consent of their parent or guardian.

Any adjustment of the tuition that the student has paid is reckoned from the date on which the Registrar receives the student's written notification. The health service fee, application fees, late fees, and special fees are not subject to rebate. Up to and including the second Saturday after the first day of classes, tuition will be retained in the following amount:

Full-time study	\$50.00
Part-time study	25.00

After the second Saturday after the first day of classes in the term, the above amount is retained, plus an additional percentage of the remaining tuition (as indicated in the adjustment schedule below), for each week, or part of a week, of the term up to the date on which the student's written notice of withdrawal is received by the Registrar.

## Adjustment Schedule

	<i>Minimum Fees Retained</i>	<i>Percentage of Remaining Tuition Retained</i>
Second Saturday after first day of classes	\$25 or \$50	0
Week following second Saturday after first day of classes	25 or 50	10
Second following week	25 or 50	20
Third following week	25 or 50	30
Fourth following week	25 or 50	45
Fifth following week	25 or 50	60
Sixth following week	25 or 50	75
Seventh following week	25 or 50	90
Eighth following week	25 or 50	100 (no adjustment)

## Application or Renewal of Application for a Degree

Degrees are awarded three times a year—in October, January, and May. A candidate for any Columbia degree (except the doctoral degree) or for a certificate must file an application with the Registrar, 630 West 168th Street. In the 1979-1980 academic year, the last day to file for an October degree is August 1; for a January degree, November 2; and for a May degree, February 18. A late fee of \$25 will be charged after these dates and until the expiration of the *late* filing period for each conferral date (September 6 for October degrees, December 7 for January degrees, April 3 for May degrees). Applications received *after* the late filing period will automatically be applied to the next conferral date.

If the student fails to earn the degree by the conferral date for which he or she has made application, the student may renew the application. A \$25 late fee will be charged for late filing of renewals of applications according to the same schedule as for original applications (see above).

## Requests for Transcripts

Transcripts may be requested by writing to the Office of the Registrar, Room 1-138, Black Building, 630 West 168th Street, New York, N.Y. 10032. *Official* transcripts must be sent by the University directly to an official address such as another university, a college, a business firm, or a government agency. However, a student may request an unofficial transcript (stamped "Student Copy"). There is a charge of \$2 for each transcript requested except those which are sent between offices of Columbia University. Checks accompanying transcript requests should be made payable to Columbia University.

## Estimated Expenses

In addition to the tuition and fees given above the approximate cost for the course is as follows:

Room in Eli White Hall	
Freshmen and sophomores (two terms)	\$1,300.00
Room in Maxwell Hall	
Juniors and seniors: (two terms)	\$1,300.00

Board plan (two terms)*	785.00
Books, per year	350.00
Transportation, per term	50.00-100.00
Uniforms	
Men	75.00
Women	85.00
Supplemental uniforms†	30.00
Miscellaneous expenses on entrance	
Orientation: freshman	50.00
junior	30.00
Student Association dues, year book, etc.	20.00
Miscellaneous expenses for returning students (autumn term)	15.00
Approximate graduation expenses	85.00

The charges for room and board are payable at registration and are not refundable after the first day of classes in each term.

The transportation expense listed above is an estimate of charges for public transportation between campus locations and to and from clinical practice sites.

Students are responsible for laundry and maintenance of uniforms and costs associated with this.

## Financial Aid

Scholarships, loans, employment opportunities, and other sources of financial aid based on need are available to students while enrolled in the School of Nursing at Columbia University.

Funds are available through a variety of sources including alumnae and friends of the School, foundations, government agencies, civic groups, and voluntary organizations. An annual benefit sponsored by a committee of parents, faculty wives, and friends of the School provides aid to several students each year.

The School is particularly concerned that no worthy student who meets its admission requirements should be denied a nursing education because of insufficient funds. However, financial aid depends upon a careful evaluation of all the resources available to the students and to the School.

## Financial Aid Administered by the School of Nursing

Financial aid for students accepted for admission or enrolled in the School is in the form of scholarships, grants, loans, and part-time employment.

Awards are made annually, primarily on the basis of financial need. Students are required to file a renewal application for each year.

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\*Fee provides scrip which can be spent as desired in any of the University dining halls. Meals are available Monday through Friday, excluding holidays and holiday periods. The meal plan is optional.

†Students must also provide a navy-blue or black tailored cloth coat, the cost of which is not included in this estimate.

Scholarships and grants carry no obligation for repayment.

Income from the following endowments provide for several partial scholarships:

VIVIAN B. ALLEN SCHOLARSHIPS

MARGARET E. CONRAD SCHOLARSHIPS

NELLIE ALDEN FRANZ SCHOLARSHIPS

ELEANOR LEE SCHOLARSHIPS

JANE MC ALLISTER SCHOLARSHIPS

BARRET MONTFORT SCHOLARSHIPS

SAMUEL J. MORITZ SCHOLARSHIPS

PRUDENTIAL INSURANCE COMPANY OF AMERICA SCHOLARSHIPS

DEAN SAGE SCHOLARSHIPS

MARY SENCINDIVER SPECHT SCHOLARSHIPS

FREDERICK STURGES, JR., SCHOLARSHIPS

THE TEAGLE FOUNDATION SCHOLARSHIPS

M. LYNN WILLIAMS SCHOLARSHIPS

In addition the School receives annually several gifts from its alumnae and organizations expressing an interest in preparation for health care careers. These include:

AETNA LIFE AND CASUALTY COMPANY SCHOLARSHIPS

THE ALUMNAE ASSOCIATION OF COLUMBIA UNIVERSITY—PRESBYTERIAN HOSPITAL SCHOOL OF NURSING, INC.

ANNUAL BENEFIT SCHOLARSHIP FUND

DAVISON-FORMAN FOUNDATION

RUDIN FOUNDATION

SWITZER FOUNDATION

WOMAN'S FLORIST ASSOCIATION, INC.

METROPOLITAN LIFE FOUR-YEAR SCHOLARSHIP

The Metropolitan Life Foundation has established a grant which provides for one full four-year scholarship and stipend to be awarded annually to an entering freshman. The recipient will be determined on the basis of academic achievement, promise of success in the nursing program, and need.

## **Application Procedures**

An applicant for financial aid must apply on the forms supplied by the School of Nursing. An application must be accompanied by the supporting data requested through the College Scholarship Service, a unit of the College Entrance Examination Board. Both forms may be obtained from the School of Nursing, Office of Financial Aid. *Incomplete applications will not be processed.*

## Application Deadline

*Applications for financial aid must be filed by February 15.* Those filed after February 16 will only be considered for exceptional circumstances and if funds are still available.

## Alumnae Association Awards

The Columbia University-Presbyterian Hospital School of Nursing Alumnae Association has two endowment funds of scholarships for advanced study in nursing. All School of Nursing alumni/alumnae are eligible to apply for this assistance.

## Department of Health, Education, and Welfare

DIVISION OF NURSING, PUBLIC HEALTH SERVICE  
MATERNAL AND CHILD HEALTH SERVICE  
NATIONAL INSTITUTES OF MENTAL HEALTH

These agencies provide training grants for graduate study in nursing. The stipends provide for full cost of tuition and fees. Applicants must be recommended by the faculty of the School of Nursing. Additional funds for living expenses will be awarded, if available, on the basis of need. Eligibility for federal scholarships require that the student carry a full academic program, i.e., 12 points.

## New York State Regents Scholarships and Grants

The following are available for any student who has been a legal resident of New York State for the preceding year:

### REGENTS COLLEGE SCHOLARSHIPS

Available yearly for a maximum of four years; may be applied both to college and to the junior and senior years in the School of Nursing.

### REGENTS SCHOLARSHIP FOR BASIC PROFESSIONAL EDUCATION IN NURSING

Available yearly for a maximum of four years; may be applied only to time spent in the School of Nursing.

### REGENTS SCHOLARSHIPS FOR CHILDREN OF DECEASED OR DISABLED VETERANS

Available yearly for a maximum of four years; may be applied both to college and to the junior and senior years in the School of Nursing.

### SCHOLAR INCENTIVE PROGRAM

Awarded to graduate students. Grants depend on need. Eligible students must demonstrate a capacity to pursue a degree or be presently enrolled in college, and must maintain a satisfactory academic record.

### TUITION ASSISTANCE PROGRAM (TAP)

Grants awarded to undergraduate students. Assistance is based on income, with awards ranging from \$100 to \$1,800 annually.

Further information and application forms may be obtained from the New York State Higher Education Services Corporation, Empire State Plaza, Tower Building, Albany, N.Y. 12255.



## Department of Health, Education, and Welfare

### Basic Educational Opportunity Grant (BEOG)

This federal program provides grants to eligible first bachelor's degree students. Awards ranging in value from \$100 to \$1,800. Applications may be obtained locally or by writing to P.O. Box 84, Washington, D.C. 20044.

## Loans

### State Loans (Federally Guaranteed Loan Program)

Legal residents of the State of New York who are degree candidates are eligible to apply for loans guaranteed by the New York Higher Education Services Corporation. Interest on these loans is not charged while students are enrolled, provided the family's adjusted gross income is less than \$25,000. Interest benefits are available to others if a need to borrow is established. Interest, charged at the rate of 7 percent, and repayment of principal begin nine months after a student ceases to be registered at least half-time.

Eligible students pursuing a B.S. degree may borrow up to \$2,500 annually, with a maximum cumulative limit of \$7,500. Eligible students pursuing a M.S. degree may borrow up to \$5,000 annually with a maximum cumulative limit of \$15,000 for graduate education.

Residents of other states may participate in similar loan plans administered through their state's higher education assistance agency.

Applications and further information may be obtained through local banks.

### Nursing Loans

Under the Nurse Training Act of 1971, eligible undergraduate and graduate students may borrow up to \$2,500 each calendar year, depending on the availability of funds. Interest and repayment begin nine months after the student has completed the program of study. Cancellation for up to five years may be granted for each twelve-month period during which the borrower is continuously employed as a registered nurse in a United States public or nonprofit institution or agency. The amount that will be cancelled is 15 percent of the base amount of the loan for each of three years and 20 percent of the base amount of the loan for the fourth and fifth years of employment.

The federal government has established a program designed to repay all loans that a student acquires to pay for a nursing education. Under this program, the government will repay 60 percent of the balance of all of the educational loans upon completion of two years of continuous full-time practice in an area determined by the government to have a shortage of and need for persons trained as nurses. 85 percent will be repaid for three years of continuous service.

Loans are administered through Columbia University. They are usually awarded on November 15 to help meet spring-term costs. Forms may be obtained from the School of Nursing, Office of Financial Aid, in early September.

Information on private foundation sources of loan funds may be obtained through the School of Nursing.

## Installment Plan

Columbia University has an insured program for meeting educational expenses out of monthly income through the Richard C. Knight Insurance Agency, Inc. The plan provides for monthly installments at low interest rates. Application forms are available from Richard C. Knight Insurance Agency, Inc., 53 Beacon Street, Boston, Massachusetts 02108.

## Student Employment

### H.E.W.—College Work Study

The Work-Study Program, authorized by the Higher Education Act of 1965, is administered by the United States Office of Education. The work may be within a college or university or for a public or private nonprofit organization. Students may work a maximum of fifteen hours per week during the academic year and up to forty hours per week during vacation periods under this program.

On-campus employment includes almost any kind of work that is useful to the university. Some students may work on the campus grounds; others may serve as faculty aides or as laboratory or library assistants. Off-campus employment includes jobs in health, welfare, recreation, and other nonprofit, public-interest community projects. For example, students may be employed as aides to teachers, as tutors, or as aides in youth activity centers, daycare centers, or neighborhood service centers.

Students may apply in August, or anytime thereafter. Eligibility forms may be obtained from the Financial Aid Office. All jobs are posted at the Student Employment Office in East Hall on the Morningside campus.

### Clinical Workshops

Students who have completed their junior year are eligible to participate in this program. Subject to availability, Presbyterian Hospital will hire these students as nursing assistants in certain of its clinical patient settings. Hours are generally limited to ten each week during the academic year and twenty to thirty-five hours during the summer. Students may also be employed as practical nurses upon completion of prerequisite courses and the passing of the Practical Nurse Licensure Examination.

Licensed professional nurses enrolled in the program may secure employment at the Columbia-Presbyterian Medical Center, or in neighboring hospitals on a part-time or per diem basis.

## Living Arrangements

Eli White Hall, which is open to freshmen and sophomores, is located at 419 West 114th Street, adjacent to the main campus of Columbia University. Its facilities include laundry rooms, floor kitchenettes, and television rooms. Each student occupies a single room.

Anna C. Maxwell Hall, 179 Fort Washington Avenue, the residence for upperclassmen and graduate students, overlooks the Hudson River, and connects by underground passage with the other buildings of the health sciences campus. Reception rooms, recreational facilities including a swimming pool, are located in this building. Each student occupies a single room.

Students may live outside a residence hall if they are over eighteen years of age or have written parental consent. Students who live in either of the residence halls have the option to subscribe to a board plan. All students who contemplate moving from the residence must give notice in writing to the Office of Student Affairs, 179 Fort Washington Avenue, before the beginning of the next term.

## Dining Services

### Health Sciences Campus

Columbia University maintains dining services in Bard Hall on the Health Sciences Campus. The facility is open to all students on a cash basis, and also offers a pre-paid voluntary board plan. Bard Hall also is available for catered meal service.

Board plan information may be obtained after July 1st from Dining Services, 118 Livingston Hall, Columbia University, New York, New York 10027.

## Morningside Campus

Dining services are available at two principal locations, John Jay and Johnson Halls, in addition to several auxiliary operations on the Morningside Campus, and are open on a cash or pre-paid board plan basis.

Board plan information may be obtained after July 1st from Dining Services, 118 Livingston Hall, Columbia University, New York, New York 10027.

## Student Health Service

Emphasis is placed on the importance of healthful living and the particular significance of this to the nurse as a person and as a health teacher. Through individual and group conferences, as well as student committees of the Student Association, health practices and student activities are carefully considered. Every effort is made to maintain a positive approach to the individual's responsibility for his or her own well-being, both emotional and physical.

The health of the student is closely supervised. Physical examinations are made at regularly scheduled periods and at other times, when necessary, by the physicians of the University Health Services; laboratory investigations are made when indicated. Chest x-ray or tuberculin tests, or both, are done semi-annually.

Students are required to have complete immunization against typhoid, tetanus, smallpox, poliomyelitis, and measles before entering the School. Periodic booster immunizations are given.

Freshmen and sophomores use the University Health Service, 300 John Jay Hall, on the Morningside campus. Juniors, seniors, and graduate students use the Student Health Service, on the street level of Bard Haven Tower 1 (60 Haven Avenue).

All students must carry hospitalization insurance; evidence of such insurance must be presented at registration. Associated Hospital Service of New York insurance (Blue Cross) may be purchased (by upperclassmen and graduate students) through the School. Student Accident and Health insurance may be purchased (by freshmen and sophomores) through the School. (See *Fees*.) Cost of illness, beyond reasonable limits of outpatient care, and beyond the student's insurance coverage, must be met by the student. The expenses of dental care, eye refraction, continuing psychiatric care, and care of pre-existing conditions must be borne by the student.

## Student Activities

All undergraduate students belong to the Student Association which is governed by an Executive Board. Students also have representation on the University Senate.

The Honor System, which pertains to academic and other aspects of student life, is one of the major responsibilities of the Student Association. All students accept responsibility for maintaining a strong sense of individual and group honor.

A variety of social and cultural activities are organized under the auspices of the Executive Board, including lectures, workshops, and parties.

Students are encouraged to participate in the activities held on the Morningside campus at McIntosh Center (Barnard) and Ferris Booth Hall (Columbia College). These student centers contain bowling alleys, ping pong facilities, and snack bars. There are also tennis courts and a pool on the health sciences campus.

On both the Morningside and the health sciences campuses there are opportunities for students who wish to become involved in community affairs.

## Foreign Students

The staff of the Office of the Foreign Student Adviser, 211 Lewisohn Hall, provides advice and counseling to foreign students on such matters as housing, personal affairs,



financial problems, and regulations of the United States Immigration and Naturalization Service (visas, extensions of stay, work permission, temporary departure from the United States, transfer from Columbia to another school, termination of study). Information about the various foreign student clubs at Columbia and about opportunities to attend conferences, travel in the United States, and participate in community and cultural activities may be obtained from this Office. Maps of New York City and discount tickets to plays are available.

The staff of the Office of Foreign Student Admissions, 211 Lewisohn Hall, provides information and counseling on University admission, advanced standing, English proficiency examinations, and academic placement.

## **National Honor Society of Nursing**

In 1964 the Alpha Zeta Chapter of Sigma Theta Tau, the National Nursing Honor Society, was established in the School of Nursing. Membership is by invitation and the selection of graduate and undergraduate students is based on a high standard of performance in the program and on evidence of leadership potential.

## **Awards and Prizes, Undergraduate Program**

### **THE ALPHA ZETA CHAPTER OF SIGMA THETA TAU AWARD**

An award for excellence presented to a member of the graduating class who best exemplifies the principles of Sigma Theta Tau and the high ideals of the nursing profession.

### **THE MARGARET ELIOT PRIZE**

Given in honor of a former Director of Nursing by her sister, Mrs. William A. Forbes, and awarded to the senior nursing student who most nearly combines professional competence, capacity for leadership, and wholehearted compassion for patients.

### **THE ARLENE MEYERS AWARD**

Given in memory of a former head nurse in the Labor and Delivery Room by her family and by members of the Nursing and Medical Staffs of Sloane Hospital for Women. It is awarded to a member of the graduating class who has demonstrated professional competence and a sincere interest in maternity nursing.

### **THE JACKSON PRIZE FOR EXCELLENCE IN NURSING CARE OF THE ACUTELY ILL SURGICAL PATIENT**

Awarded to a member of the graduating class who has demonstrated interest, achievement, and professional competence in the care of acutely ill surgical patients. The award is given by an alumna and former faculty member of the School of Nursing, and her husband.

### **THE SISTER JOSEPH IGNATIUS PRIZE**

Named for a nurse who is making a major contribution to the care of people. It is awarded to the senior nursing student who best combines a sound knowledge-base with compassion and technical competence in the care of the orthopedic patient. The award is given by an alumna of the School of Nursing.

### **THE ROSE DRISCOLL AWARD**

Given annually as an incentive to a student beginning his/her senior year in the baccalaureate program in nursing, who has demonstrated pride in becoming part of the nursing profession and is striving toward high ideals in his/her own practice and behavior.

### **THE CATHERINE C. CHESNEY AWARD**

Given annually to a student concluding his/her junior year who has demonstrated, in addition to proficiency in the technical skills of nursing, those distinctive humane

qualities which are essential dimensions of patient care. This award is given by the family of the late Ezra M. Stiles in honor of Miss Catherine C. Chesney who, during her sickroom care for Mr. Stiles, exemplified the sensitivity and compassion so vital to the healing process, which this award recognizes.

## Graduation

At the Commencement exercises of the University the degree of Bachelor of Science or Master of Science is conferred upon students who have fulfilled the respective requirements of the School of Nursing. Degrees are awarded in October, January, and May (see under *Fees*—Application or Renewal of Application for a Degree).

The state license to practice nursing (R.N.) entitles the graduate to membership in the American Nurses Association, the National League for Nursing, and other professional organizations.

## Qualifications for Practice

In most states it is necessary for a nurse to be licensed in order to practice nursing. Graduates of the School of Nursing are eligible for licensure in all states. Licensure is obtained through satisfactory performance on the licensing examination prescribed by the state. The nurse then registers the license and is known as a Registered Nurse (R.N.). Licensure in one state entitles a qualified holder to licensure by endorsement in other states.

Graduates of the master's degree program in maternity nursing-nurse midwifery are eligible to take the National Certification Examination in nurse-midwifery offered by the American College of Nurse-Midwifery.

Graduates of the master's degree program in pediatric nursing are eligible to take national certification examinations for pediatric nurse practitioners.





# The Morningside Campus & Environs



(DETACH HERE)

**SCHOOL OF NURSING COLUMBIA UNIVERSITY OFFICE OF ADMISSIONS**

Complete and return with check or money order for \$25 made payable to COLUMBIA UNIVERSITY to: Office of Admissions, Columbia University, School of Nursing, 179 Ft. Washington Ave., New York, New York 10032. The application fee is not refundable.

Application for Admission for September 19\_\_\_\_, Part I

(Check one) **BACCALAUREATE DEGREE**

- ☐ Fresh. ☐ Jr. Trans. ☐ Grad. Nurse  
☐ Soph. ☐ Col. Grad. *Full Time* \_\_\_\_\_  
*Part Time* \_\_\_\_\_

**MASTER'S DEGREE**

Please specify below the program to which you are applying:  
\_\_\_\_\_  
\_\_\_\_\_

Mr. \_\_\_\_\_  
Miss \_\_\_\_\_  
Mrs. \_\_\_\_\_  
Last First Middle Soc. Sec. No. \_\_\_\_\_

Present Address \_\_\_\_\_  
Street Telephone (\_\_\_\_) \_\_\_\_\_  
City State Zip Telephone—work (\_\_\_\_) \_\_\_\_\_

Permanent Address \_\_\_\_\_  
City State Zip Telephone (\_\_\_\_) \_\_\_\_\_

Date of Birth \_\_\_\_/\_\_\_\_/\_\_\_\_ U.S. Citizen? \_\_\_\_\_ Other \_\_\_\_\_  
Last School Attended \_\_\_\_\_ Degree \_\_\_\_\_ Year \_\_\_\_\_

For office use only

Applicant Name \_\_\_\_\_  
Last First Middle  
Acc PWL WL R INC D WD DP RN F S J C M

**PLEASE  
PRINT OR  
TYPE**

Applicant Name \_\_\_\_\_ Last \_\_\_\_\_ First \_\_\_\_\_ Middle \_\_\_\_\_  
For Graduate Nurses only: License No. \_\_\_\_\_ State \_\_\_\_\_ Date Rec. \_\_\_\_/\_\_\_\_/\_\_\_\_

All Applicants: ☐ PARENT ☐ GUARDIAN ☐ SPOUSE \_\_\_\_\_ Last \_\_\_\_\_ First \_\_\_\_\_ Middle \_\_\_\_\_

Address \_\_\_\_\_ Street \_\_\_\_\_ City \_\_\_\_\_  
State \_\_\_\_\_ Zip \_\_\_\_\_ Telephone (\_\_\_\_) \_\_\_\_\_

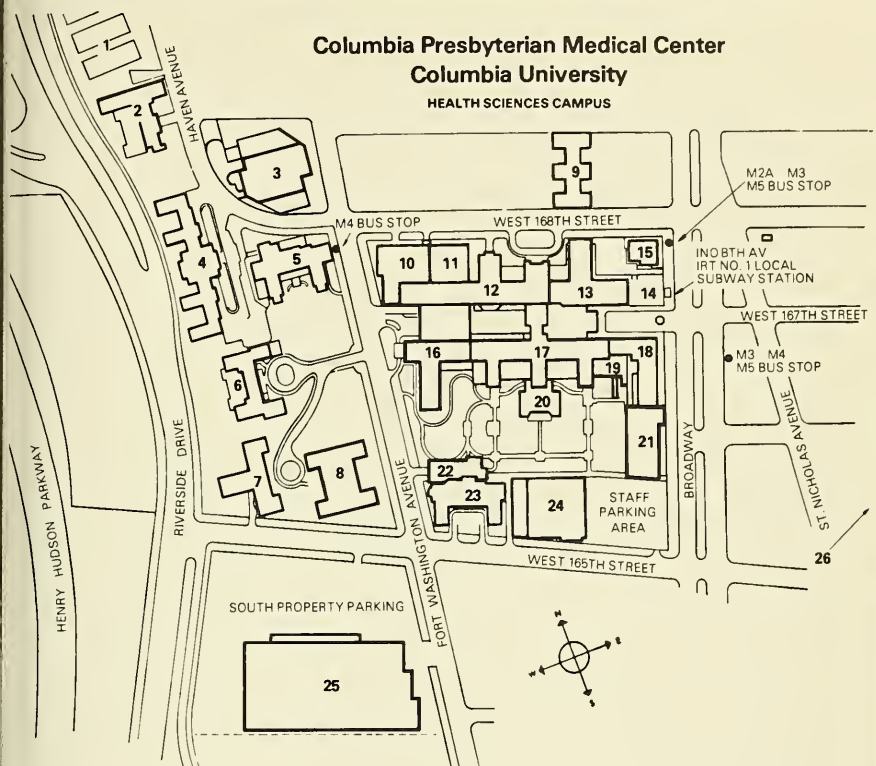
**For Office Use Only**

Fee _____	HST _____	SAT V _____	M _____
Int. _____	CT _____	ACH. _____	_____
HC _____	_____	GRE V _____	M _____
_____	TR _____	MAT _____	_____
_____	PR _____	GSAE Rdg. _____	C.&S. _____ CEE _____
_____	_____	Math _____	_____

A \_\_\_\_\_  
M \_\_\_\_\_  
ML \_\_\_\_\_  
FA \_\_\_\_\_  
  
MDN \_\_\_\_\_  
MDN \_\_\_\_\_

# Columbia Presbyterian Medical Center Columbia University

HEALTH SCIENCES CAMPUS



Alumni Auditorium  
 Dana W. Atchley Pavilion  
 The Babies Hospital  
 Babies Hospital Research,  
 Teaching, and Office  
 Addition  
 Bard Hall Medical Student  
 Residence  
 Bard Haven Towers  
 William Black Medical  
 Research Building  
 Institute of Cancer  
 Research  
 Cancer Research Center  
 Central Service Building  
 College of Physicians and  
 Surgeons  
 Center for Community  
 Health Systems  
 School of Dental and Oral  
 Surgery

9 Georgian Nurses  
 Residence  
 22 Edward S. Harkness Eye  
 Institute  
 23 Eye Institute Research  
 Laboratories  
 7 Harkness Memorial Hall  
 16 Harkness Pavilion  
 20 Pauline A. Hartford  
 Memorial Chapel  
 3 Health Sciences Center-  
 Augustus Long Library  
 3 Institute of Human  
 Nutrition  
 2/12 International Institute  
 for the Study of Human  
 Reproduction  
 6 Anna C. Maxwell Hall,  
 School of Nursing  
 Residence

5 The Neurological Institute  
 of New York  
 6 School of Nursing  
 25 Parking facilities  
 17 Presbyterian Hospital  
 New York Orthopedic  
 Hospital  
 Sloane Hospital for  
 Women  
 Squier Urological Clinic  
 4 New York State  
 Psychiatric Institute  
 4 Psychoanalytic Clinic  
 15 School of Public Health  
 19 Radiotherapy Center  
 13 Vanderbilt Clinic  
 14 Vanderbilt Clinic Addition





The Faculty of Medicine  
SCHOOL OF NURSING

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# Columbia University Bulletin

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1980-1981

## **To Communicate with the School**

### **ADDRESS INQUIRIES TO:**

School of Nursing  
179 Fort Washington Avenue  
New York, N.Y. 10032

### **Telephone:**

(Area code 212) 694-5756

### **Application Form:**

See the back of this bulletin.

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**Postmaster: Send Form 3579 to Columbia University Bulletin, 303 Journalism Building, New York, N.Y. 10027**

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The Faculty of Medicine  
School of Nursing

# Columbia University Bulletin

Baccalaureate Program in Nursing  
Master's Programs in Clinical Nursing

**1980-1981**

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# Academic Calendar, 1980–1981

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## Major Religious Holidays

*See Registration, Expenses, and Other Information*—Attendance and Length of Residence for a statement of University policy regarding religious holidays.

## 1980

A **late fee** must be paid by students who apply or reapply **after Friday, August 1**, for all degrees to be awarded in October.

A **late fee** must be paid by students allowed to register **after Wednesday, September 3**.

A **late fee** must be paid by students who apply or reapply **after Friday, October 31**, for all degrees to be awarded in January.

### AUGUST

1 Friday. Last day to apply or reapply for all October degrees (see September 4).

### SEPTEMBER

1 **Monday. Labor Day. Holiday.**

2 Tuesday. Orientation for junior and graduate students.

2-3 Tuesday-Wednesday. Registration for the autumn term.

4 Thursday. Autumn term classes begin.

4 Thursday. Last day to file *late* application for October degrees.

8 Monday. First day to change programs and to apply to audit courses.

16 Tuesday. Last day to change programs and to apply to audit courses. **No adjustments of fees for individual courses dropped after this date.**

### OCTOBER

22 Wednesday. Award of October degrees.

31 Friday. Last day to apply or reapply for January degrees (see December 5).

### NOVEMBER

3 Monday. Academic holiday.

4 **Tuesday. Election Day. Holiday.**

13 Thursday. Last day to drop courses.

27-30 **Thursday-Sunday. Thanksgiving holidays.**

## DECEMBER

- 5 Friday. Last day to file *late* application for January degrees.
- 10 Wednesday. Last day of classes.
- 11 Thursday. Study day.
- 12-19 Friday-Friday. Examination period.
- 19 Friday. Autumn term ends.
- 20 **Saturday, through January 14, 1981, Wednesday. Winter holidays.**

## 1981

A **late fee** must be paid by students allowed to register **after Friday, January 16.**

A **late fee** must be paid by students who apply or reapply **after Monday, February 16**, for all degrees to be awarded in May.

## JANUARY

- 5 Monday. Nurse Anesthesia Residency begins.
- 15-16 Thursday-Friday. Registration for spring term.
- 19 Monday. Spring term classes begin.
- 21 Wednesday. Award of January degrees.
- 22 Thursday. First day to change programs and to apply to audit courses.
- 28 Wednesday. Last day to change programs and to apply to audit courses. **No adjustment of fees for individual courses dropped after this date.**

## FEBRUARY

- 15 Sunday. Annual Commemoration Service in St. Paul's Chapel.
- 16 **Monday. Washington's Birthday. Academic holiday.**
- 16 Monday. Last day to apply or reapply for May degrees (see March 30).

## MARCH

- 8-15 **Sunday-Sunday. Spring holidays.**
- 19 Thursday. Last day to drop courses.
- 30 Monday. Last day to file *late* application for May degrees.

## APRIL

- 29 Wednesday. Last day of classes.
- 30 Thursday. Study day.

## MAY

- 1-8 Friday-Friday. Examination period.
- 8 Friday. Spring term ends.

0 **Sunday. Baccalaureate Service.**

3 **Wednesday. Conferring of degrees.**

5 Friday. Registration for summer session.

8 Monday. Classes begin, for the eight-week and twelve-week summer sessions.

25 **Monday. Memorial Day. Holiday.**

## JULY

10 Friday. Eight-week summer session ends.

## AUGUST

7 Friday. Twelve-week summer session ends.

28 Friday. Nurse Anesthesia Residency ends.

# Officers of Administration

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MICHAEL I. SOVERN, LL.B., LL.D. *President of the University*

PETER LIKINS, Ph.D. *Provost of the University*

FRITZ R. STERN, Ph.D. *Provost of the University*

PAUL A. MARKS, M.D. *Vice President for Health Sciences*

FREDERICK B. PUTNEY, Ph.D. *Deputy Vice President for Health Sciences Administration*

JOHN A. FIORILLO, M.A. *Assistant Vice President for Health Sciences Administration*

DONALD F. TAPLEY, M.D. *Dean of the Faculty of Medicine*

BERNARD D. CHALLENGER, M.D. *Associate Dean for Hospital Affairs; Acting Chairman of the Department of Public Health*

JOSE M. FERRER, M.D. *Associate Dean for Postgraduate Education*

HELEN F. PETTIT, M.A. *Associate Dean (Nursing)*

NORMAN B. TOY, D.B.A. *Associate Dean for Administrative Affairs*

INEZ E. KLINCK, B.A. *Assistant Dean for Academic Administration*

PAUL T. McLOUGHLIN, M.B.A. *Assistant Dean for Administrative Affairs*

## Faculty Council

Abramson, Maxwell

Andree, Ronald A.

April, Ernest W.

Ascherl, George F., Jr.

Balazs, Endre A.

Batt, Ellen R.

Bendixen, Henrik H.

Benesch, Ruth E.

Bernstein, Michael

Bertsch, Robert G.

Bigger, J. Thomas, Jr.

Bilezikian, John

Bito, Laszlo Z.

Blancato, Louis S.

Braham, Stanley B.

Branwood, A. Whitley

Bredice, Marjorie A.

Brisman, Ronald

Caldwell, Peter R.B.

Campbell, Charles J.

Casarella, William J.

Challenor, Bernard

Cohen, Herbert I.

Correll, James W.

Cortell, Stanley

Davis, William J.

Dell, Ralph B.

Denton, John R.

DeVivo, Darryl C.

Dohrenwend, Barbara S.

Donn, Anthony

Downey, John A.

Druss, Richard G.

Edelman, I.S.

Eisert, Jack

Emmers, Raimond

Engelhardt, Dean L.

Feigelson, Philip

Felton, Charles

Fenoglio, Cecilia M.

Ferin, Michel J.

Forde, Kenneth A.

Garcia, Alexander

Garrett, Alice L.

Garvey, Glenda

Gates, Marguerite J.

Gershon, Michael

Ginsberg, Harold S.

Gintzler, Alan R.

Glassman, Alexander H.

Gold, Richard P.

Goldberg, Daniel J.

Goldman, Fred

Grantham, S. Ashby

Greenberg, Carolyn P.

Griffiths, Sylvia P.

Gurland, Barry J.

Harber, Leonard C.

Herbert, John T.

Hoffman, Brian F.

Hodes, David S.

Ishii, Douglas N.

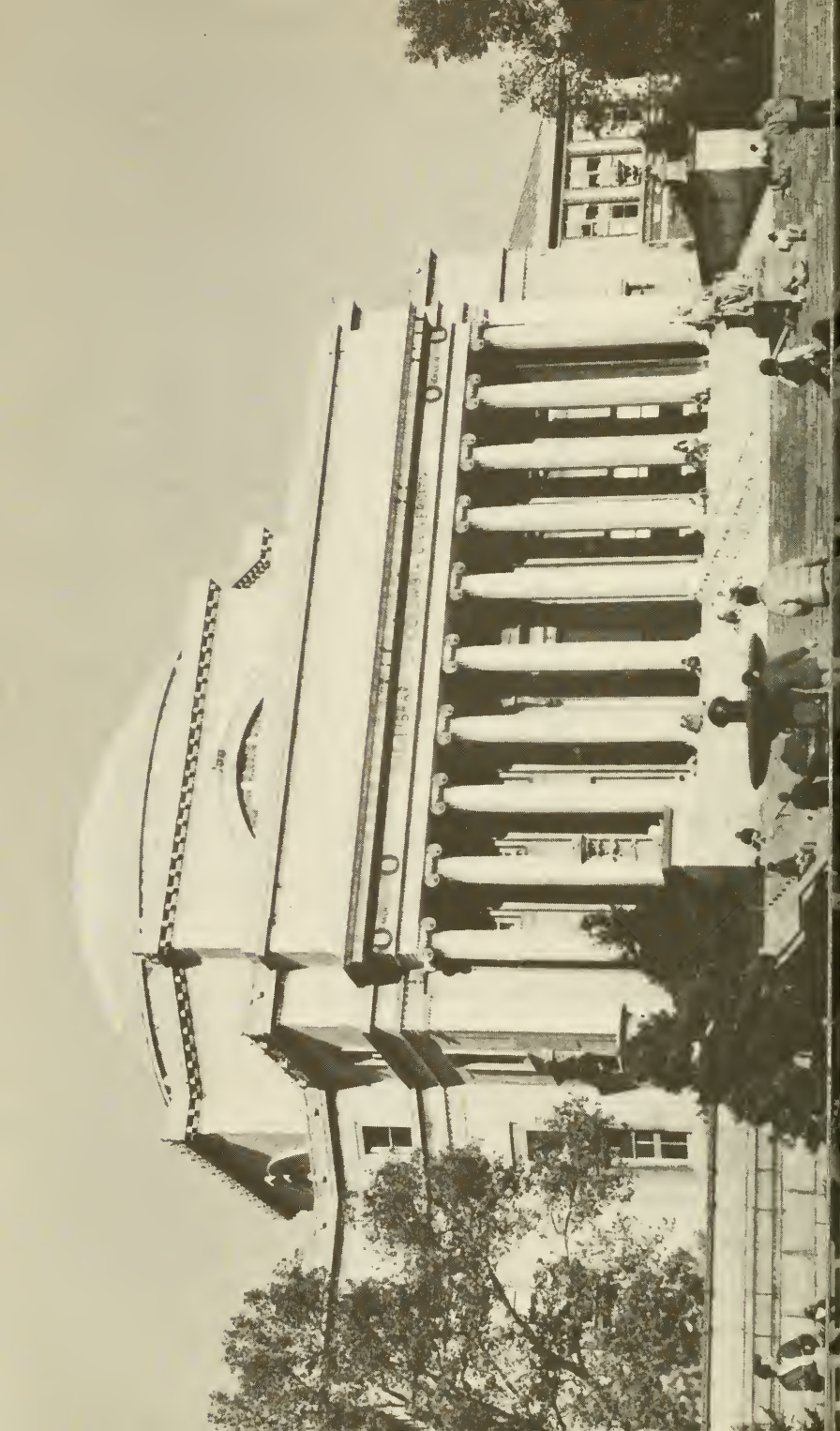
Jaffe, Jerome H.

Carlin, Arthur	Nash, Martin A.	Sachar, Edward J.
Catz, Michael	Neu, Harold C.	Schachter, David
Cellett, Anne E.	Neuhaus, Barbara E.	Schlesinger, Edward B.
Celly, Lucie S.	Neuwirth, Robert S.	Seaman, William B.
Channa, Shyam M.	Nicholson, John F.	Sheehy, L. Michael
Cing, Donald W.	Nunez, Eladio A.	Silva, Fred
Cing, Thomas C.	Panwar, Smriti	Silverman, Ann-Judith
Cittredge, Richard D.	Pedley, Timothy A.	Sovern, Michael I.
Crowlton, Abbie I.	Pernis, Benvenuto	Spotnitz, Henry M.
Cornfeld, Donald S.	Pettit, Helen F.	Struening, Elmer L.
Catham, W. David	Pines, Kermit L.	Symonds, Francis L., Jr.
Cattimer, John K.	Puchner, Peter J.	Taggart, John V.
Cavine, Richard U.	Rainer, John D.	Tapley, Donald F.
CoGerfo, Paul	Reemtsma, Keith	Tretter, Patricia K.
Carks, Paul A.	Rifkind, Richard A.	Turino, Gerard M.
McGill, William J.	Roberts, James L.	Vande Wiele, Raymond L.
Cichelsen, W. Jost	Rosen, Michael R.	Walther, Robert
Cignogna, Frank V.	Rosenberg, Stephen N.	Warburton, Dorothy P.
Ciller, Orlando J.	Rosenberger, John	Wertheim, Arthur R.
Corris, Thomas Q.	Ross, John A.	Wethers, Doris L.
Clyers, Stanley J.	Rowland, Lewis P.	Young, Charles S.

## Nonvoting Participants

Cashley, Charles A.	Hofmann, Frederick G.	Rudolph, Mae
Ceeckman, Robert S.	Iaquinta, Frank E.	Ryder, Charles T.
Cell, Jennifer J.	Klinck, Inez E.	Sitarz, Anneliese L.
Cilumenfeld, Thomas	Lewis, Linda	Spiegelman, Sol
Cannfield, Robert E.	MacMillan, Roger W.	Susser, Mervyn W.
Cillon, Thomas F.	McLoughlin, Paul	Terenzio, Joseph V.
Cistes, Dorothy	Minogue, William F.	Thomson, Gerald A.
Cerrer, Jose M.	Pierce, James A.	Toy, Norman E.
Ciorillo, John	Pierson, Richard N., Jr.	Weiss, Robert J.
Cambuti, Gary	Putney, Frederick B.	Wichern, Walter A.
Cates, Marguerite	Rankow, Robin M.	Williams, Alexander H.
Coldstein, Rachael	Reyes, Rodolfo L.	Winick, Myron





# Officers of Instruction

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## Maternal Child Health Nursing

### Maternity Nursing

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## Pediatric Nursing

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B.S., Wayne State, 1970; M.S.N., Seton Hall, 1978

JANE C. ANDERSON. *Associate in Clinical Nursing*  
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College, 1967

LINDA J. RUSSO. *Associate in Nursing*  
B.S., Columbia, 1972; M.A., New York University, 1977; Graduate, Department of Nursing,  
Faculty of Medicine, Columbia, 1972

CAROL E. SHANIK. *Associate in Nursing*  
B.S., Syracuse, 1969; M.S., Boston, 1970

SUSAN C. BLUMENTHAL. *Instructor in Clinical Nursing*  
B.S., Adelphi, 1973; M.A., Columbia (Teacher's College), 1976; M.S., Pittsburgh, 1978;  
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## Psychiatric Nursing

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B.S., Western Reserve, 1958; M.S., Rutgers, 1962; Graduate, Western Reserve University School of Nursing, 1958

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## **Officers of Instruction from Other Departments of the University**

### **The Basic Medical Sciences**

HAROLD S. GINSBERG, M.D. *Borne Professor of Microbiology; Chairman, Department of Microbiology*

BRIAN F. HOFFMAN, M.D. *Hosack Professor of Pharmacology; Chairman, Department of Pharmacology*

JOHN V. TAGGART, M.D. *Dalton Professor of Physiology; Chairman, Department of Physiology*

### **Dental and Oral Surgery**

ALLAN FORMICOLA, D.D.S., M.S. *Professor of Dentistry; Dean (Faculty of Dental and Oral Surgery)*

### **Dermatology**

LEONARD C. HARBER, M.D. *Professor of Dermatology; Chairman, Department of Dermatology*

### **Medicine and Surgery**

PHILIP FELIG, M.D. *Bard Professor of Medicine; Chairman, Department of Medicine*

KEITH REEMTSMA, M.D. *Valentine Mott Professor and Johnson & Johnson Distinguished Professor of Surgery; Chairman, Department of Surgery*

ROBERT B. HIATT, M.D. *Professor of Surgery*

## Neurology

LEWIS P. ROWLAND, M.D. *Moses Professor of Neurology; Chairman, Department of Neurology*

## Obstetrics and Gynecology

RAYMOND L. VANDE WIELE, M.D. *Rappleye Professor of Obstetrics and Gynecology; Chairman, Department of Obstetrics and Gynecology*

MEREDITH F. SIRMANS, M.D. *Assistant Professor of Clinical Obstetrics and Gynecology*

## Ophthalmology

CHARLES J. CAMPBELL, M.D. *Edward S. Harkness Professor of Ophthalmology; Chairman, Department of Ophthalmology*

## Orthopedic Surgery

ALEXANDER GARCIA, M.D. *Stinchfield Professor of Clinical Orthopedic Surgery; Acting Chairman, Department of Orthopedic Surgery*

## Pediatrics

MICHAEL KATZ, M.D. *Carpentier Professor of Pediatrics; Professor of Public Health (Tropical Medicine); Chairman, Department of Pediatrics*

BERNADETTE FISCINA, M.D. *Instructor in Clinical Pediatrics*

## Psychiatry

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HARLOW D. DUNTON, M.D. *Professor of Clinical Psychiatry*

SIDNEY MALITZ, M.D. *Professor of Clinical Psychiatry*

IVAN GOLDBERG, M.D. *Associate in Clinical Psychiatry*

## Psychology

STANLEY SCHACHTER. *Robert Johnson Niven Professor of Social Psychology (Faculty of the Graduate School of Arts and Sciences, in the Natural Sciences)*

RICHARD CHRISTIE. *Professor of Social Psychology (Faculty of the Graduate School of Arts and Sciences, in the Natural Sciences)*

## Public Health

JOHN H. BRYANT, M.D. *DeLamar Professor of Public Health*

MERVYN W. SUSSER, M.D., B.Ch. *Sergievsky Professor of Public Health (Epidemiology)*

W. HENRY SEBRELL, JR., M.D. *Special Lecturer in Public Health Nutrition*

GLORIA L. A. DAMMANN. *Special Lecturer in Public Health Nursing*

## Administrative Staff

SUSAN E. ALEXION, M.B.A. *Departmental Administrator*

IDAHLA C. ANTOSIK, B.A. *Associate Registrar of the University*

ROSEMARY L. ASH, M.A. *Director of Student Affairs*

ELIN B. OZDEMIR, M.A. *Director of Admissions*





# Affiliated Institutions and Agencies

---

## **Presbyterian Hospital**

*Vice President for Nursing:* Martha E. Haber

*Senior Associate Director of Nursing:* Helen D. Henry

*Associate Directors of Nursing Service:* Catherine Boyer, Sandra Byrd, Jean B. Gunn, Margaret Harrington, Rose M. Hoynak, Jane F. McConville, Helen F. Pettit, Ruth A. Rayner, Yvonne Trebilcock

## **St. Luke's-Roosevelt Hospital Center**

*Vice President of Nursing (Acting):* Ruth Hill

*Associate Vice Presidents of Nursing:* Eleanor Emsley, St. Luke's site; Helen Van Shea, Roosevelt site

*Director of Education:* Geraldine Allerman

## **New York State Psychiatric Institute**

*Director of Nursing:* June Price

## **Harlem Hospital Center**

*Acting Senior Superintendent of Nurses:* Sandria Doakes

## **Visiting Nurse Service of New York, Inc.**

*Executive Director:* Anne-Marie Thom

*Director of Education:* Ione Carey

## **Bureau of Public Health Nursing, New York City Department of Health**

*Director:* Margaret O'Brien

*Associate Director:* Marjorie Avery

## **Community League of West 159th Street**

*Director:* Lucille Bulger

## **Maternity Center Association**

*Director:* Mrs. Ruth W. Lubic



# The School of Nursing

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In 1935 the College of Physicians and Surgeons of Columbia University assumed responsibility for the educational programs of the School of Nursing of the Presbyterian Hospital, and in 1937 the University established the Department of Nursing of the Faculty of Medicine. In 1974 the Department of Nursing became the School of Nursing of the Faculty of Medicine of Columbia University.

The School of Nursing was founded in 1892 by the Board of Managers of the Presbyterian Hospital. Anna C. Maxwell, R.N., M.A., the first director of the School, established the plans for administration and instruction and guided them for thirty years. Her contribution has had a lasting effect and has added to the dignity and importance of the School and the nursing profession. More than five thousand nurses have been graduated since the School was opened.

The hospital's interest in teaching was further demonstrated by its provision of clinical education to the medical students of the College of Physicians and Surgeons of Columbia University. This led to a permanent affiliation between the two institutions in 1921. The establishment of the Department of Nursing marked another step in the integration of the University and the hospitals at the Columbia-Presbyterian Medical Center.

In 1946 the Department of Nursing was authorized to offer graduate programs to prepare clinical nursing specialists. Seven majors are currently available and there are plans to develop others.

Two other famous hospitals, the St. Luke's Hospital Center and the Roosevelt Hospital, have had a long history of affiliation with Columbia University and in 1971 became full University hospitals. It is interesting to note that Anna C. Maxwell was the director of the nursing school at St. Luke's before becoming the director of the school at the Presbyterian Hospital.

In 1969 the administrations and faculties of the above named hospitals and schools of nursing and the Department of Nursing voted to participate in a four-year baccalaureate program to be offered by the Department of Nursing. Combining the resources and facilities of the three schools with those of the University as a whole, it was agreed, would greatly extend the available opportunities for learning. The Committees on Instruction of Barnard College and of the School of General Studies at Columbia University agreed to provide the liberal arts curriculum for the program. While Barnard College has traditionally educated students immediately out of high school, the School of General Studies has served adults returning to degree programs, offering unique opportunities to older students with new career goals. With the approval of Columbia University, the inception of the four-year baccalaureate program was announced in November 1972. The relationships established through this latter development continue. Program changes are in progress, and beginning Autumn 1980, the School will not admit freshman students.

Underlying the construction of the programs offered by the School of Nursing is the view that nursing is a performing art, one which is dedicated to the health of people. It is an applied science, based on biological, physical, and behavioral disciplines. By acquiring knowledge of the art and science of nursing, and learning to put this knowledge into practice, the nurse fulfills the goals of providing comfort with compassion, promoting the optimal level of health, and acting effectively during periods of illness.

If man is to realize his ideal of good health, there must be a fusion of the art and the science of nursing, and the result of this combination must be made available to individuals and communities throughout the entire world.

The School of Nursing prepares men and women to practice as individuals and with members of other disciplines. The baccalaureate program enrolls students who wish to begin the study of nursing as well as those already registered nurses who wish to deepen and broaden their knowledge through general college work and nursing on the senior college level.



Graduate programs afford nurses the opportunity to increase their knowledge and skills with practice in special health care fields.

The School offers the following programs of study:

- an undergraduate program, which leads to the baccalaureate;
- graduate programs that lead to the M.S. degree; clinical specialization is possible in adult primary care, gerontology, nurse anesthesia, nurse-midwifery, pediatric primary care, pediatric pulmonary care, perinatal, and psychiatric-community mental health: adult and child. A program to prepare specialists in acute care of adults and children is planned.
- a joint degree program with the School of Public Health leading to the M.S. and M.P.H. degrees.

All programs are accredited by the National League for Nursing. The School of Nursing is a member of the Department of Baccalaureate and Higher Degree Programs of the National League for Nursing.

The graduate major in nurse-midwifery is accredited by the American College of Nurse-Midwives and the graduate major in nurse anesthesia is accredited by the Council on Accreditation of Educational Programs of Nurse Anesthesia.

## Philosophy

The Faculty of the School of Nursing, in accord with Columbia University, believes that in a dynamic society, education for membership in a profession includes the development not only of expertise in a field but also of social awareness. The professional nurse with a liberal education thinks critically, exercises technical competence, and makes socially significant and personally satisfying contributions to society. Nursing has the role and responsibility before society to establish and maintain therapeutic relationships that support and restore health and well-being. The professional nurse has the ability to diagnose and treat human responses to actual or potential health problems and to provide preventive health services to individuals and groups in a variety of settings.

The Faculty believes in the integrity and worth of all human beings. Each person is an individual with unique characteristics and behavior. Although not completely understood, a human being is viewed as an integrated whole, evolving through time, in constant interaction with a complex environment. The Faculty recognizes that people throughout the life cycle have specific physical, biological, psycho-social, and spiritual needs which they strive to keep in harmony.

The Faculty of the School of Nursing believes that people as rational, sentient beings have the right to self-determination and participation in decision making in health and illness. The professional nurse has a responsibility to provide health education to assist individuals in effective participation in their care and treatment. The Faculty further believes that health care is a right of all, and that nurses should engage in political and societal activities supportive of this belief, and should serve as client advocates in the health-care system.

The professional nurse is viewed both as a responsible health-care provider accountable for the quality of practice and as a change agent in the health-care delivery system. Nursing seeks to advance its contribution through research and through collaboration with other health professionals. Well-developed leadership abilities are inherent in professional nursing practice. The nurse acts independently and interdependently.

The Faculty accepts the obligation to provide knowledge, to stimulate learning, to serve as resource persons, to be innovators in nursing, and to contribute to the development of human values. The Faculty recognizes that interests and abilities vary, and seeks to provide flexibility in the curriculum in order to facilitate the optimal development of each learner's potential.



Learning is viewed as a lifelong process and learners are considered to be self-directed and accountable for their performance.

The programs of the School of Nursing reflect this philosophy. The undergraduate program develops the competence required for general professional nursing practice and provides a firm educational base for graduate study. The graduate programs advance nursing competence by extending and deepening knowledge and practice within various clinical specialties.

## Teaching Facilities

### Morningside Campus

The Morningside campus, centered at 116th Street and Broadway, occupies several acres of urban property. Here are located the principal educational resources of a great university, and extending beyond the campus are the cultural resources of a great city. (See the map of the Morningside campus and its environs.)

*Barnard College* was incorporated in the educational system of Columbia University in 1900. Today it has a teaching staff of almost two hundred men and women: outstanding scholars whose primary concern is the education of undergraduate students at the College. For those majoring in nursing the new facilities for studies in the sciences are of particular interest. The fourteen stories of Altschul Hall, dedicated in 1969, are devoted primarily to the sciences, and laboratory work is conducted with the most modern equipment.

*The School of General Studies* is the coeducational undergraduate liberal arts college for adults at Columbia University. The School offers over five hundred liberal arts courses. Classes are held throughout the day and in the evening and are taught by regular faculty members of the University and a small number of outside specialists. The School draws on the University libraries, laboratories, and other educational facilities. Its own administrative offices, student facilities, and seminar and classrooms are located in Lewisohn Hall.

*St. Luke's Hospital Center* was established in 1850 and has been located on Morningside Heights, adjacent to the main Columbia campus, since 1896. St. Luke's Hospital and Woman's Hospital comprise the Hospital Center. Its facilities include 749 beds, 45 of which are for pediatric cases. There are four major and eleven specialty services. St. Luke's Hospital has maintained a teaching affiliation with the University since 1947 and in 1971 became a full University hospital.

### Health Sciences Campus

The divisions of the Faculty of Medicine of Columbia University (the College of Physicians and Surgeons, the School of Nursing, Programs in Physical Therapy and Occupational Therapy, the Institute of Human Nutrition, the School of Public Health, Center for Continuing Education in the Health Sciences, Psychoanalytic Center for Training and Research) and the Columbia University School of Dental and Oral Surgery are located on the Health Sciences campus, which comprises about twenty acres extending from West 165th Street to West 168th Street and from Broadway to Riverside Drive. (See the map on the inside back cover.)

The facilities of the Faculty of Medicine include amphitheatres, classrooms, laboratories, a multimedia center, and a biomedical communication center, the Augustus Long Library.

Affiliation agreements exist between Columbia University and the Presbyterian Hospital and its subdivisions—The Squier Urological Clinic, the Edward S. Harkness Eye Institute, Sloane Hospital for Women, Vanderbilt Clinic (the outpatient department), Babies Hospital, Neurological Institute, and the New York Orthopedic Hospital. The Columbia-Presbyterian

Medical Center consists of the foregoing units and the New York State Psychiatric Institute and the Washington Heights Health and Teaching Center (headquarters of an administrative district of the New York City Department of Health).

## Off-Campus Units

*The Roosevelt Hospital* was founded in 1869. It contains 595 beds and 58 bassinets. There are over eighteen thousand admissions and approximately two hundred thousand clinic visits annually. The hospital is engaged in many research and teaching activities. It has been affiliated with the University since the early years of the century, and in 1971 became a full University hospital.

*Off-campus community health and welfare agencies* which provide exceptional learning experiences include the Visiting Nurse Service of New York, the Bureau of Public Health Nursing of the Department of Health of the City of New York, the Maternity Center Association, Harlem Hospital, Isabella Geriatric Center, and selected school health and occupational health services.

## Libraries

*The Columbia University libraries* on Morningside Heights, containing over four million volumes, are open to all students. The main collection is housed in *Butler Library*, and special and departmental collections are located in other buildings on the campus. They include collections on biology, chemistry, engineering, physics, psychology, sociology, and other subjects related to nursing.

*The Wollman Library* of Barnard College contains over 119,000 volumes. This collection of carefully selected books is designed to cover the liberal arts curriculum requirements as well as to provide opportunity for independent work in many fields.

*The Augustus Long Library* is located in the new Health Science Center Building. Current literature (both books and journals) is available to faculty members and students, as are other aids to research, such as interlibrary loans and a unique bibliographic service.

The library contains over 335,000 volumes of books and journals, some five thousand pamphlets, and about two thousand slides on the history of medicine. More than forty-five hundred periodicals are received regularly.

One floor is devoted to facilities, including hardware and software, for self-instruction through audio-visual materials. A seminar room on this floor is named for a former director of the School, Helen Young. Funds for the room were raised by the Alumnae Association.

## Statement of Nondiscriminatory Policies

The University is required by certain Federal statutes and administrative regulations to publish the following statements:

Consistent with the requirements of Title IX of the Education Amendments of 1972, as amended, and Part 86 of 45 C.F.R., the University does not discriminate on the basis of sex in the conduct or operation of its education programs or activities (including employment therein and admission thereto). Inquiries concerning the application of Title IX and Part 86 of 45 C.F.R. may be referred to the University's Equal Opportunity Office (402 Low Memorial Library, New York, N.Y. 10027, telephone 212-280-3554), or to the Director, Office for Civil Rights (Region II), 26 Federal Plaza, New York, N.Y. 10007.

Columbia University admits students of any race, color, national and ethnic origin to all the rights, privileges, programs, and activities generally accorded or made available to students at the University. It does not discriminate on the basis of race, color, national and ethnic origin in

administration of its educational policies, admissions policies, scholarship and loan programs, and athletic and other University-administered programs.

Consistent with the requirements of Section 504 of the Rehabilitation Act of 1973, as amended, and Part 84 of 45 C.F.R., the University does not discriminate on the basis of handicap in admission or access to, or employment in, its programs and activities. Section 503 of the Rehabilitation Act of 1973 requires affirmative action to employ and advance in employment qualified handicapped workers.

The University in addition desires to call attention to other laws and regulations that protect employees, students, and applicants. Title VI of the Civil Rights Act of 1964, as amended, prohibits discrimination on the basis of race, color or national origin in programs or activities receiving Federal financial assistance. Title VII of the Civil Rights Act of 1964, as amended, prohibits employment discrimination because of race, color, religion, sex, or national origin. Executive Order 11246, as amended, prohibits discrimination in employment because of race, color, religion, sex, or national origin and requires affirmative action to ensure equality of opportunity in all aspects of employment.

The Equal Pay Act of 1963 prohibits discrimination on the basis of sex in rates of pay. The Age Discrimination in Employment Act of 1967, as amended, prohibits discrimination in employment on the basis of age.

The Columbia University Senate on December 1, 1978, passed a resolution announcing its general educational policy on discrimination which reaffirms the University's commitment to nondiscriminatory policies in the above-mentioned categories, as well as its policy not to discriminate on the basis of sexual orientation.

Section 402 of the Vietnam Era Veterans' Readjustment Assistance Act of 1974, as amended, prohibits job discrimination and requires affirmative action to employ and advance in employment (1) qualified Vietnam era veterans during the first four years after their discharge and (2) qualified disabled veterans throughout their working life if they have a 30 percent or more disability.

The University's Equal Opportunity Office has also been designated to coordinate the University's compliance activities under each of the programs referred to above.

## **Reservation of University Rights**

This bulletin is intended for the guidance of persons applying for or considering application for admission to Columbia University and for the guidance of Columbia students and faculty. The bulletin sets forth in general the manner in which the University intends to proceed with respect to the matters set forth herein, but the University reserves the right to depart without notice from the terms of this bulletin. The bulletin is not intended to be and should not be regarded as a contract between the University and any student or other person.





# The Baccalaureate Program

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Program of Study

Admission

Key to Course Listings

Courses of Instruction

Summary of the Programs





# Baccalaureate Program of Study

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The basic baccalaureate nursing program at Columbia University prepares qualified men and women to practice nursing effectively in new and traditional health care settings. Nursing is interpreted as including health promotion through education, prevention of disease, care of the sick and injured, and their restoration to optimal health.

Throughout nursing education, the student is encouraged and provided with the opportunity to develop an understanding of the social and health needs of individuals and the community, their effect upon the trends in national thinking, as well as the present and possible contribution of nursing to human welfare.

Opportunity is provided for the continued development of students physically, mentally, emotionally, and culturally, with emphasis on their interests, needs, and responsibilities as persons, as members of the nursing profession, and as citizens.

The student is introduced to the various opportunities in nursing and is helped to select for graduate study and experience that field of nursing in which the greatest satisfaction will be found and to which an optimum contribution can be made.

## Purpose and Objectives of Baccalaureate Nursing Education

The baccalaureate program in the School of Nursing is designed to prepare qualified individuals for beginning professional nursing practice in any setting.

The program builds upon the liberal arts background of the student, integrating it with professional learning and activity.

The Faculty seeks to guide the student toward personal and professional fulfillment within a broad social and ethical context.

Upon completion of this program we expect graduates to:

- utilize the knowledge of the biological, physical, and behavioral sciences in giving care to individuals, families, and groups on the health-illness continuum;
- perform adeptly therapeutic and preventive measures directed toward promotion, maintenance, and restoration of health;
- utilize the problem-solving process in providing and improving nursing care;
- assume leadership for planning, directing, and evaluating care given by nursing personnel;
- collaborate with other professional and paraprofessional persons in the coordination of health care;
- facilitate group action to achieve the goals of nursing;
- contribute to the fulfillment of society's health needs through work with group organizations;
- demonstrate awareness of their own needs, values, and competencies as they affect their interaction with others;
- demonstrate empathy in working with others' needs, problems, and cultural mores; and
- be self-directive in the pursuit of new knowledge and in its application to personal and professional living.

## Four-Year Program\*

Students who entered as freshmen began a program of study leading to the Bachelor of Science degree with a major in nursing. The courses taken in fulfillment of the liberal arts requirement for the degree are chosen from among the courses offered by Barnard College and the School of General Studies of Columbia University. The courses required for the major in nursing are taught by faculty members of the School of Nursing. As part of the program, clinical practice in the hospital environment is offered at the Presbyterian Hospital and St. Luke's Roosevelt Hospital-Center. Appropriate community agencies also afford an opportunity for valuable experience throughout the program.

By providing a balanced liberal arts and nursing curriculum, the program aims to develop educated and informed professionals, capable of meeting society's challenging health care needs.

Required courses in the liberal arts include biology, chemistry, psychology, sociology, and English. In addition, ten liberal arts courses (approximately 30 points) may be taken as electives.

The nursing major is built on the health model, beginning with wellness and carrying through illness to maintenance and rehabilitation. Specifically, the focus in the first and second years of the program is on health with emphasis on promotion of health and prevention of illness. In the third year, study centers on interruptions in health, emphasizing the care, cure, restoration, and rehabilitation required by episodes of illness. In the fourth year there is concentration on a synthesis and professionalization of nursing practice.

The student focuses on two of the nurse's roles: first, as the leader of a nursing team, assuming responsibility for the care of groups of patients with and through other team members; and second, as a co-member of the health team concerned with meeting the total health-illness needs of individuals and groups.

In the first and second years of the program, the Morningside campus serves as the locus of the student's activities, and in the third and fourth years the health sciences campus does so. However, there is utilization of the resources of the two campuses throughout the four-year, eight-term program. For a summary of the four-year baccalaureate program see "For Students Entering as Freshmen," under Summary of the Programs.

## Program for Junior Transfer and College Graduate Students

The program of study, leading to the Bachelor of Science degree, continues instruction in the biological, physical, and behavioral sciences; theory and supervised experiences are related to health promotion and illness prevention as well as to the care of the sick and the restoration of their optimal health. Experience with clients/patients begins early in the first term.

The senior year provides opportunities for independent study and concentration on a particular dimension of practice elected by the student.

Self-directed study is given major emphasis in order to assist the student in determining resources and in establishing a pattern for the continued learning that is demanded by the rapidly changing health care scene.

Students complete the program in two academic years. (They are designated "juniors" in their first year and "seniors" in their second year.) Courses are listed under the baccalaureate Courses of Instruction. Programs and course sequences are designed to accord with students' prior education and experience. Graduate nurses are admitted and their programs are individually designed in accordance with their previous education (see *Admission to the Baccalaureate Program—Graduate Nurses*).

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\*Beginning Autumn 1980, the School will not admit freshman students.



The program builds upon the liberal arts background of the student, integrating it with professional learning and activity. For liberal arts prerequisites, see Admission Requirements. Opportunities to take liberal arts or professional electives are provided.

## Preparation for Entrance

Serious candidates for nursing should first evaluate their qualifications. A sincere interest in people and their welfare is an essential in all fields of nursing. Also, since nurses assume the responsibility for planning and improving nursing care, they must be able to lead as well as to work under the leadership of others. Nurses are called upon to make many important decisions and must have adequate knowledge on which to base them, so that some preparation in liberal arts and broad cultural experiences are likewise invaluable.

The candidate for nursing should take advantage of the many opportunities for trying out practical "work-samples" of nursing and securing some contact with patients, even at an elementary level. Other types of work experience with people are also useful.

Academic requirements are outlined under *Admission to the Baccalaureate Program*. The School welcomes an opportunity to guide its candidates well in advance of the date of entrance.



Judy Dattaro

# Admission to the Baccalaureate Program

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Candidates may apply as junior transfers, college graduates, and graduate nurses. Students are admitted only in September. All are candidates for a Bachelor of Science degree in nursing from Columbia University.

## Junior Transfers

Candidates for admission must have successfully completed two years of study or 60 liberal arts points (semester credits) at an accredited college or university. These points must include prerequisite courses for entrance.

## College Graduates

College graduates must present a degree from an accredited college or university and must present the prerequisite courses. Students complete their studies for a baccalaureate degree in nursing in two years.

## Graduate Nurses

A graduate nurse may seek entrance to the baccalaureate program at the level determined by the number of liberal arts points (semester credits) which can be transferred. Nursing courses cannot be counted toward liberal arts points.

Of the 120 points required to earn the Bachelor of Science degree in nursing, 60 points are required in liberal arts courses. These are the same for all baccalaureate degree candidates, and may be taken at Columbia or at another accredited college or university. However, all students must meet the residency requirement of 45 points at Columbia University, of which 30 points must be taken at the School of Nursing.

Advanced standing in the nursing major may be established by means of challenge examinations designed to evaluate nursing competencies acquired through previous studies and/or nursing experience. A number of evaluative tools are used, including some of the New York College Proficiency Examinations for certain courses of the junior year. Scores for the latter are reported three months after the examination is taken. Applicants who wish to challenge through these examinations must allow for this delay when making plans for admission. Final credit is not awarded until the student has demonstrated ability in the first clinical course taken at Columbia.

Graduate nurses seeking guidance with regard to possible placement in the baccalaureate program are encouraged to call the Office of Admissions.

## Admission by Transfer from Another Baccalaureate Nursing Program

Advanced standing in the nursing major for students presenting college credits for nursing courses carried in a National League for Nursing (NLN) accredited baccalaureate program determined by the comparison and evaluation of the courses the applicant presents with those



equipped for the degree from Columbia. If a particular course remains in question, a student may challenge the course by examination.

All students must meet the residency requirement at 45 points at Columbia University, of which 30 points must be taken at the School of Nursing.

## Admission Requirements

Final selection for admission is based on an applicant's strong academic performance, favorable references, personal statement, good health, evidence of potential for nursing, and a personal interview.

## Junior Transfers and College Graduates

<i>Prerequisite courses for entrance</i>	<i>Points</i>
Biology*	6-8
Chemistry*	6-8
English	3
Psychology	3
Sociology*	6
	<hr/> 24-28

<i>Electives</i>	
Foreign language, history, mathematics, economics, philosophy, religion, fine arts, or supplementary courses in the required fields.	32-36

Credit for *one year* of a foreign language completed in college may be awarded only if (1) it was an intermediate or advanced course or (2) credit has also been awarded for two years of *another* foreign language.

No more than 6 points may be allowed for courses in religion or speech.

Credit is not granted for commercial, home economics, physical education, or vocational courses, or for any 1-point course.

### *Required testing*

1. The Scholastic Aptitude Test of the College Entrance Examination Board. Although CEEB Achievement Tests are not required, students who have taken the English composition and science tests should submit the results.
2. Students who have not taken the CEEB Scholastic Aptitude Test may submit scores from the Graduate Record Examination or the Miller Analogies Test.
3. Applicants whose first language is not English must submit the results of their performance on the Test of English as a Foreign Language (TOEFL).

## Graduate Nurses

### *Required Subjects*

Depending on the level of entry, graduate nurses should prepare to meet the subjects and points required of all students.

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*\*Two terms with laboratory. General biology including dissection of a mammal is preferred; however, a term each of botany and zoology are acceptable. Anatomy and physiology courses are not acceptable in meeting the biology requirement. A term of physics may be substituted for one term of appropriate general chemistry. Sociology courses must be basic scientific studies of human societies. Only cultural anthropology may be submitted to meet 3 points of the sociology requirement.*

*Required testing*

Graduate nurses are expected to submit CEEB Aptitude and Achievement Test scores. Specific entrance examinations are required of those students who have not taken these examinations.

## Notice To All Applicants

Columbia requires 120 points of academic credit for the baccalaureate degree, of which 60 points must be liberal arts studies. All students must take 45 points in residence at Columbia including 30 points at the School of Nursing.

Students submitting CEEB Advanced Placement Tests resulting in scores of 4 or 5 may be given credit pending faculty approval.

Transfer applicants should request that Pass/Fail grades in required courses be converted to letter or numerical grades on their transcripts.

Applicants who wish advice regarding their course of study should contact the School of Nursing at the earliest possible date.

## Admission Procedures

An applicant for admission must apply on a form supplied by the School of Nursing. The completed form must be accompanied by the application fee: a check or money order for \$25 made payable to Columbia University. This fee helps to cover the cost of processing the application; it is therefore not refundable, nor is it credited toward tuition. *Incomplete applications and those received without the required application fee will not be processed.*

Applicants are responsible for the submission of all required admission materials. Therefore, it is strongly recommended that applicants call the Office of Admissions approximately four weeks after mailing the application to confirm the receipt of materials required.

## Application Deadlines

Applications for admission should be filed by February 1. All admission materials should be on file by March 1.

Applicants seeking early acceptance on December 1 must have completed applications and interviews by November 1. Applicants seeking notification of admission on March 1 must have completed application by February 1. Those who submit applications after February 1 will be considered for placement if openings remain available.

## Interviews

A personal interview is required for admission. Applicants will be interviewed by invitation from the Admissions Committee. Required application materials must be complete prior to an interview. When possible, alumni interviews will be scheduled for applicants unable to meet a Committee interview request on campus because of distance, or other reasons considered to be exceptional by the Admissions Committee.

## Admissions Decisions

The Admissions Committee will announce decisions on December 1 and on March 1. Thereafter, decisions will be announced on a rolling admissions basis pending openings which may become available.

Confirmation of enrollment for accepted bachelor's degree candidates will be expected by May 1, with an enrollment deposit of \$100 to be applied toward program costs. The enrollment deposit is not refundable.

## Readmission

Students who have not been registered for two consecutive terms must file readmission forms and submit a nonrefundable application fee of \$25 through the Office of Admissions. Additional credentials may be required. Students in good standing may reregister within one academic year by filing a reregistration form through the Office of Admissions without a fee.

All readmission requests must be received by the Office of Admissions by November 15 for the spring term and April 15 for the autumn term.

Inquiries for further information and requests for application forms should be addressed to the Director of Admissions, School of Nursing, Columbia University, 179 Fort Washington Avenue, New York, N.Y. 10032.

# Key to Course Listings

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In the listings of Courses of Instruction for the Baccalaureate and Master's Programs, each course number consists of a capital letter followed by four digits and the term designation.

*The capital letter* indicates the University faculty or division offering the course:

- M Faculty of Medicine
- P School of Public Health
- T School of Social Work

*The first digit* indicates the level of the course, as follows:

- 1 Undergraduate course, introductory
- 2 Undergraduate course, intermediate
- 3 Undergraduate course, advanced
- 4 Graduate lecture course, open to qualified undergraduates
- 6 Graduate lecture course, open only to master's degree candidates
- 8 Graduate field work, clinical practice, and case seminars, open only to master's degree candidates

Two consecutive numbers which are joined with a hyphen indicate a course which runs through both terms (e.g., *Nursing M2001x-M2002y*). The first half is prerequisite to the second half unless the course description says otherwise.

## Term Designations: x, y, and s

An x following the course number indicates that the course meets in the autumn term; y indicates the spring term; and s indicates the summer session.

## Points of Course Credit

The number of points of credit that a course carries *each term* is given in boldface type in the right margin of the course-title line.

# Courses of Instruction

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The University reserves the right to withdraw or modify the courses of instruction as may be necessary.

## **Orientation for junior students.**

**0 pts**

Orientation acquaints the student with the academic program and facilities of the School and with the community. The program is carefully developed in cooperation with the Student Association, which assumes an active role in introducing the new student to community and professional life.

## **Biological Sciences**

### **Health Professions M4108x and y. Anatomy and physiology.**

**4 pts**

Prerequisite: one year of college biology and of chemistry.

The instructor's permission is required for students not enrolled in the School of Nursing.

An autotutorial course in the anatomy and physiology of the normal human body. The relationship of structure and function to homeostasis. Material covered from the molecular to the systematic level.

### **Nursing M2101x-M2102y and M2101y-M2102x. Deviations from health, I and II.**

**3 pts**

Prerequisite: *Health Professions M4108*.

Either term may be taken separately.

Intensive study of pathological interruptions that can occur in any biological system and the biobehavioral reactions to such interruptions.

## **Behavioral Sciences**

### **Health Professions M4220x. Normal human growth and development.**

**3 pts**

Individual development from conception to death, with exploration of the context of each life stage, its opportunities, problems, and emotions. Attention to interrelationship of individual development with significant evolving institutions, such as the family and the culture. The course is presented as a sequence of weekly units. Each unit includes field placement experiences, readings, use of videotapes, and seminar time. Students may choose those learning experiences which best help them to master the objectives of the course.

## **Nursing**

### **Nursing M1001x. Foundations of nursing practice.**

**4 pts**

Provides the learner opportunity to develop cognitive and psychomotor skills needed to determine parameters of health in individuals of different ages and populations. The individual person is introduced as part of the larger social system of the family and community. Although all components of the nursing process are considered, emphasis is on the assessment process and the application of nursing intervention to assist clients in the maintenance and promotion of health and the prevention of disease.

### **Nursing M2010x. Health promotion.**

**4 pts**

The promotion of health and the prevention of disease among infants, children, adolescents, and adults. Emphasis is given to those specific personal behaviors which contribute to healthy life style. Major health problems for each specific age group explored.

### **Nursing M2016y. The nurse and the health-care delivery system.**

**2 pts**

Prerequisite: *Nursing M1001x* and *M2010x*.

The current status and characteristics of the nursing profession, and the components and interactional dynamics of the health-care delivery system in the U.S. Focus is on the practice of professional nursing *within* that system in relation to health-care priorities for the 1980s.



**Nursing M2001x-M2002y and M2001y-M2002x. Determinants of nursing care, I and II. 3 pts**

Theories and concepts which determine the nursing process for ill people. A teaching team from various nursing specialties provides an integrated approach to nursing content. *M2001*: focuses on nursing process related to client responses to the concepts of stress of a new environment, immobility, loss, and protection. Provides foundation for *M2002*. *M2002*: elaborates concepts of *M2001* and focuses on nursing process related to acute and ongoing stress.

**Nursing M2901x-M2902y and M2901y-M2902x. Clinical experience, I and II. 6 pts**

Clinical study and analysis of the determinants of nursing care with selected clients. Paradigms of clinical practice enable the student to develop expertise in the application of the nursing process to situations of individual illness, with a variety of outcomes and experiences across age groups and clinical settings. Includes seminar to analyze, synthesize, and evaluate knowledge and experience gained in nursing theory courses and clinical study. Close relationships with clinical preceptors, the use of self-instructional materials, and college and clinical laboratory experiences allow the student to develop expertise within the framework of individual abilities.

**Nursing M2020y. Introduction to physical assessment of the healthy adult. 2 pts**

Prerequisite: the instructor's permission.

Designed to introduce the undergraduate student to the skills and tools needed to perform an organized physical assessment of a healthy adult and record findings in a systematic manner. Lectures, audiovisuals, self-study, and supervised laboratory practice.

**Nursing M3051x-M3052y. Management of patient care, I and II. 3 pts**

Focus on the problems and goals of patient care management systems. Emphasis on designing models of organization and distribution of nursing care that lend themselves to research and evaluation. Approaches to developing leadership and change agent roles are explored.

**Nursing M3001x-M3002y. Professionalization seminar, I and II. 2 pts**

Designed to further facilitate transition from the student role to that of a beginning professional practitioner. Emphasis on the history, issues, and trends of the profession, and their interrelatedness with sociocultural forces affecting the quality and delivery of health care. The learner is expected to formulate a personal philosophy and to determine his or her commitment to the nursing profession.

**Nursing M3901x-M3902y and M3901y. Advanced nursing practice, I and II. 4 pts**

The course provides practice experience in an area of concentration over an extended period of time. Faculty members guide the student in the selection and serve as preceptors and consultants. This experience provides the student with an opportunity to synthesize previously learned knowledge and skills, and to add to his or her competency as a skilled beginning practitioner.



Debra Fong

# Summary of the Programs

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## For Students Entering as Freshmen

### Freshman Year

#### Autumn and Spring Terms

*Points per term*

Biology	4-5
English (one term)	3
Sociology	3
Elective	3-4
Nursing: Community health, I and II*	3

### Sophomore Year

#### Autumn and Spring Terms

*Points per term*

Chemistry	4-5
Psychology (one term)	3
Elective	3-4
Health professions: Human growth and development (one term)	3
Health professions: Anatomy and physiology (one term)	4
Nursing: Family health, I and II*	3

### Junior Year

#### Autumn and Spring Terms

*Points per term*

Elective	3-4
Nursing: Deviations from health, I and II	3
Nursing: Determinants of nursing care, I and II	3
Nursing: Clinical experience, I and II	6

### Senior Year

#### Autumn and Spring Terms

*Points per term*

Elective	3-4
Elective	3-4
Nursing: Management of patient care, I and II	3
Nursing: Advanced nursing practice, I and II	4
Nursing: Professionalization seminar, I and II	2

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\*Not offered in 1980-1981.

## For Students Entering as Juniors

### Junior Year

#### Autumn Term

*Points per term*

Foundations of nursing practice	4
Anatomy and physiology	4
Health promotion	4
Human growth and development	3

#### Spring Term

*Points per term*

Deviations from health, I	3
Determinants of nursing care, I	3
Clinical experience, I	6
Nurse in the health-care delivery system	2

### Senior Year

#### Autumn Term

*Points per term*

Deviations from Health, II	3
Determinants of nursing care, II	3
Clinical experience, II	6
Management of patient care, I	3
Elective (optional)	

#### Spring Term

*Points per term*

Professionalization seminar, II	2
Management of patient care, II	3
Advanced nursing practice, I and II	8
Elective (optional)	

# Master's Programs in Clinical Nursing

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The Graduate Programs

Admission

Programs of Study

Courses of Instruction





# The Graduate Programs

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Programs leading to the Master of Science degree prepare qualified professional nurses to function as clinical specialists. Several fields of study are available.

The combined resources of the University, including the Graduate School of Arts and Sciences, the School of Public Health, the School of Social Work, Teachers College, and the Faculty of Medicine, afford the student in the School of Nursing a rich educational opportunity in faculty and course offerings as well as a student body with diverse interests. The patient-care services of the Presbyterian Hospital on the health sciences campus, St. Luke's-Roosevelt Hospital Center (University affiliates), Harlem Hospital, the New York State Psychiatric Institute, and other hospitals and health services in the community provide unparalleled clinical practice settings.

Preparation emphasizes the attainment of intensive knowledge and competence in the student's chosen clinical field. Preparation also stresses the incorporation into practice of the concepts underlying the teaching, supervisory, and consultant roles inherent in functioning as the clinical specialist or teacher-practitioner.

All graduate programs in the School of Nursing are four terms in length with a minimum of 60 points. The clinical majors in nurse-midwifery, and nurse anesthesia use the summer session between the first and second years as one of the four terms for advanced clinical work. The other clinical majors follow the two-year academic calendar of two terms a year.

The clinical majors in the graduate programs are adult (ambulatory), gerontology, nurse-midwifery, nurse anesthesia, pediatrics (ambulatory and respiratory), perinatal and psychiatric-community mental health (adult and child).

## Purpose of the Graduate Programs

The primary purpose of the graduate programs is to prepare clinical nurse specialists.

Common objectives have been developed for all graduate programs which are designed to prepare the graduate to:

1. Evaluate the health status of individuals, families or groups.
2. Assume accountability for therapeutic intervention with individuals, families or groups within clinical specialty settings.
3. Institute and maintain interdependent professional relationships throughout the health-care delivery system.
4. Initiate, participate in, and utilize research and its findings.
5. Analyze critically historical and current issues in order to influence the development of professional nursing and the health-care system.
6. Analyze the health-care delivery system and utilize strategies which can affect the delivery of services.
7. Formulate professional goals and plans for implementation.

# Admission to the Master's Programs

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## Requirements for Graduate Study

Applicants for graduate programs must fulfill the following requirements:

1. Possess a bachelor's degree with a nursing major from a program accredited by the National League for Nursing.
2. Be licensed to practice nursing in the United States.
3. Have had one year of experience in clinical nursing. (Obstetrical nursing, preferably intrapartum, is required for maternity nursing-nurse-midwifery; acute care nursing is required for anesthesia nursing.) The one-year experience requirement is a minimum rather than a maximum requirement.
4. Have completed a course in statistics acceptable for graduate study. Courses in organic and introductory biochemistry are required for the nurse anesthesia major.
5. Have completed a course in basic physical assessment skills. A noncredit course is acceptable. Candidates not presenting this particular requirement will have the opportunity to carry an intensive course at Columbia immediately prior to the autumn term.
6. Achieve a satisfactory score on the Miller Analogies Test or the Graduate Record Examination.
7. Have a personal interview with faculty. Interviews are scheduled by invitation, and only following a preliminary faculty review of applicants who have submitted all required admissions materials. The faculty plan to complete applicant interviews by May 1.

Applicants who are Certified Nurse-Midwives must meet the following requirements in addition to the above:

1. Present evidence of current certification by the American College of Nurse-Midwifery.
2. Have worked as a CNM at least two of the last four years.
3. Submit two nurse-midwifery peer evaluations of current practice.
4. Submit a copy of final performance evaluation statement from U.S. nurse-midwifery educational program.

The graduate programs admit students in September only. Acceptance of a student for admission is based on individual evaluation of character, health, past experience, and potential for graduate study, as well as on the fulfillment of academic requirements. The student should have a definite intention to continue in professional work upon completion of the degree.

Individual consideration is given to foreign students and those applicants who do not entirely meet specific requirements for admission.

## Admission Procedures

Applicants must complete an application form supplied by the Office of Admissions. An application fee of \$25 made payable to Columbia University is required. This fee is not refundable. It is desirable to file an application for admission a full year in advance of the time of entrance. Applications for graduate programs should be filed by March 1; required admissions materials by April 1. Late applicants will be considered only if openings remain available. The Graduate Admissions Committee will announce decisions in May.

The School offers financial assistance to qualified students through federal traineeships, scholarships, and loans. Such assistance will be considered for those who indicate need and will be based on available funds.

## Readmission

Students who have not been registered for two consecutive terms must file readmission forms and submit a nonrefundable application fee of \$25 through the Office of Admissions. Additional credentials may be required. Students in good standing may reregister within one academic year by filing a reregistration form through the Office of Admissions without a fee.

All readmission requests must be received by the Office of Admissions by November 15 for the spring term and April 15 for the autumn term.

## Advanced Standing

Advanced standing is granted on an individual basis at the time of acceptance. Decisions are based on equivalent content, credit allotment, and satisfactory completion of courses.

The requirements for elective courses may be met by prior graduate courses taken within a five-year period. (Course work done for the undergraduate degree will not be considered for advanced standing credit.)

Inquiries for further information and requests for application forms should be addressed to the Director of Admissions, School of Nursing, Columbia University, 179 Fort Washington Avenue, New York, N.Y. 10032.



Debra Fong

# Programs of Study

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## Adult Nurse Practitioner

### Purpose and Objectives

The program is designed to prepare a qualified nurse to function as a clinical specialist in the delivery of primary health care to the adult age group. Primary care encompasses the concept of long-term health maintenance care for individuals and families through a relationship with one professional who:

1. is fully aware of their level of health and health problems
2. can plan, provide, and coordinate necessary health services
3. will make appropriate referrals for care in collaboration with the client and health team members.

The program prepares the student to be a health-care provider in ambulatory care and to assess the physical, emotional, and developmental status of the adult, as well as to critically evaluate the effectiveness of nursing practice. Graduates are prepared to function collaboratively in community health centers, out-patient departments, industrial and university health services, health maintenance organizations, and home care programs.

The objectives of the adult primary care program are consistent with the common objectives for all graduate programs.

### Program

The major track moves along a health-illness continuum. A variety of clinical practice sites are utilized throughout the program including university health services, ambulatory care facilities, community health centers, diagnostic and screening centers, home care programs and extended care facilities.

## Gerontology

### Purpose and Objectives

This program is designed to prepare a primary care provider for the well and chronically ill aged. Primary care encompasses the concept of long-term health maintenance care for individuals and families through a relationship with one professional who:

1. is fully aware of their level of health and health problems
2. can plan, provide, and coordinate necessary health services
3. will make appropriate referrals for care in collaboration with the client and health team members.

The program prepares the student to be a health-care provider: to assess the physical, emotional, and developmental status of the older adult; to analyze the health behavior of the family; to provide services toward promoting, restoring, or improving health; and to evaluate the effectiveness of nursing practice. The program prepares the student as a clinical specialist and resource person in the field of aging.

In addition to the common objectives for all graduate programs, the graduate will be able to:

1. apply theories relevant to the biological, psychological, and sociological aspects of aging in nursing care of clients
2. serve as a clinical specialist and resource person in the field of aging.



A variety of clinical practice sites will be used throughout the program. The program is designed to prepare nurse practitioners to provide primary health care to the aged in their homes, in ambulatory care facilities, long-term care facilities, and other selected health care agencies.

## **Maternity Nursing–Nurse Midwifery**

### **Purpose and Objectives**

The purpose of this program is to prepare a maternity clinical nursing specialist who functions as a nurse-midwife as defined by the American College of Nurse-Midwives.

In addition to completion of the common objectives for graduate education, a graduate of the Columbia University program in Nurse-Midwifery will be able to manage the care of essentially uncomplicated women and newborn throughout the childbearing cycle.

### **Program**

The program is designed to move the student along an assessment-management continuum. The focus of care provided is on the essentially normal childbearing and interconceptional family with the additional preparation in collaborative management of the woman and neonate at risk.

The curriculum is designed for mastery learning; that is, the faculty have defined in behavioral terms the minimum performance level in both content and clinical areas that each student must master. The 26 points in clinical specialization are structured into self-contained units of instruction (modules) that promote self-directed learning, provide flexibility in approaching individual clinical management situations and learning patterns, and allow the learner to build upon his or her prior knowledge and clinical expertise.

Clinical experience is emphasized. Students are assigned to nurse-midwifery services both in and out of the New York area. In addition to required core courses, students choose electives from any of the graduate schools within the University. Students graduating from this program are eligible to take the National Certification Examination offered by the American College of Nurse-Midwives.

The maternity program requires that the students take their four terms of graduate work in succession. The eight-week summer session is necessary for optimal utilization of clinical facilities that provide the learning experiences needed for the practice of nurse-midwifery. It is anticipated that the majority of students will complete the requirements for graduation in sixteen months.

In addition to the basic program described above, a special program of study is available to certified nurse-midwives who wish to continue their education at the graduate level. Special preparation in the areas of clinical teaching, research, or administration is provided. Students may elect to study part-time. Further details are available upon request.

## **Nurse Anesthesia**

### **Purpose and Objectives**

The purpose of the program is to prepare a qualified nurse to function as a clinical specialist in nurse anesthesia. The nurse anesthetist provides anesthesia care for patients of all age groups and physical status undergoing a variety of diagnostic and surgical procedures.

In addition to the common objectives, the graduate of the program will be able to:

1. synthesize knowledge from physical, biological, and behavioral sciences to make nursing and medically delegated judgments for nurse anesthesia care



2. assess and evaluate the health status of individuals in order to determine and maintain optimal level of anesthesia and delegated medical care
3. administer a physiologically sound anesthetic within the confines of the operative, diagnostic, and therapeutic situations after evaluation of the patient's physical status and surgical needs
4. function as a resource person and educator in the area of anesthesia and critical care
5. provide psychological support to patients, families, and groups during periods of crises or stress.

Upon completion of the program the graduate is eligible to take the National Certification Examination in Nurse Anesthesia offered by the Council on Certification of Nurse Anesthetists.

## Program

The program, which began as a certificate program at the Roosevelt Hospital, is two full years in length, including an anesthesia residency. The first-year curriculum is largely devoted to advanced science courses with emphasis on clinical correlation. The primary integration of didactic and clinical components is achieved during the twelve-week summer session.

In the autumn term of the second year the courses focus on advanced nurse anesthesia practice both didactic and clinical, followed by an eight-month nurse anesthesia residency component.

The program is designed to provide the student with continuous opportunity to relate and integrate theoretical knowledge with clinical practice by assuming, under tutorial guidance, increasing responsibility for complete nurse anesthesia care. This application of theoretical knowledge to the realities of clinical practice is a dynamic process which enhances and enriches learning as well as preparing the graduate to function effectively and competently in the profession. The sequential design of the program permits the student to acquire the skills necessary to move along this continuum. Clinical experiences are provided at St. Luke's-Roosevelt Hospital Center, Presbyterian Hospital, and other centers. The students acquire a rich clinical experience to include cardiac and neurosurgical anesthesia.

Throughout the program, the major is augmented by core courses in research, assessment and nursing issues. In addition, the student is encouraged to explore the many offerings of the University and select electives in teaching, administration, or research.

## Pediatric Nursing (Ambulatory Care)

### Purpose and Objectives

The program is designed to prepare a qualified nurse to function as a clinical specialist in the delivery of primary health care to infants, children, and adolescents in a variety of community settings: hospitals, offices, schools, homes, day-care programs, and chronic care facilities.

The program prepares the student to be a health care provider: to assess the physical, emotional, and developmental status of the child; to analyze the health behavior of the family related to culture, life styles, and family interactions; to restore or improve health; and to critically evaluate the effectiveness of nursing practice.

The purpose of the program is to prepare a clinical specialist in the primary health care of children. The clinical specialist role demands excellence in nursing and a willingness to be an active participant in decision making with patients and family, with members of the health-care team, and with community planners. The required core courses and the major track prepare the nurse for the clinical specialist role and qualify him/her to apply for certification as a Pediatric Nurse Practitioner. The elective courses contribute to the student's functional concentration in teaching, administration, or research. In addition to the common objective, the graduate of the program will:

1. assess and evaluate the health status of children and their families

2. assume accountability for therapeutic intervention with individuals, groups, or families within the pediatric setting
3. initiate, participate in, and utilize research findings in pediatric ambulatory settings
4. utilize knowledge of historical and current issues that influence the profession and the delivery of health care to children.

## Program

The major track moves along a developmental health-illness continuum. During the first term the emphasis is on the healthy infant, in the second term on the well child and adolescent. Theory and concurrent practice provide the student with a rich framework.

In the third term the student focuses on children with minor illnesses and in the fourth term either continues as a generalist or chooses a subspecialty within the specialty in adolescence, long-term care, or school health. Throughout the four terms the offerings of the major are augmented by courses of the core curriculum in developmental theory, research, assessment, and nursing issues. Role socialization seminars are integrated into clinical sessions. Completion of the program satisfies the educational criteria for Pediatric Nurse Practitioner certification.

The student is encouraged to explore the many offerings of the University and select electives given in other divisions such as the Graduate School of Arts and Sciences and the School of Public Health.

## Pediatric Nursing (Pulmonary Care)

### Purposes and Objectives

This program is designed to prepare the pediatric nurse to function as a pulmonary nurse specialist in the care of children with acute and chronic pulmonary disease.

The program provides the student with the knowledge and skills to assess the physical, developmental, and emotional status of normal children as well as those who are acutely or chronically ill, and the opportunity to analyze the health behavior of the family and to plan and implement the services needed by the children and their families.

The student will explore the role of the clinical specialist and be involved in collaborating with other disciplines concerned with the care of children with pulmonary disease.

The objectives of the pediatric pulmonary track are consistent with the overall graduate objectives.

## Program

The program moves along a health-illness continuum considering first well children in a developmental approach. The second term moves into chronic illness, diagnosis and management. The third term focuses on respiratory physiology and disease with clinical experience in assessing and managing care of children with pulmonary disease. In the last term, students select an area of interest to develop in depth theoretically and clinically. Completion of the program satisfies the educational criteria for Pediatric Nurse Practitioner certification.

## Perinatal Nursing

### Purpose and Objectives

This program prepares a clinical nurse specialist in perinatal care. The graduate will be prepared to improve and maintain quality nursing care in a variety of perinatal settings with the responsibility for taking on a leadership role. For this program "perinatal" is defined as the

time from conception to the end of the first year of life for the infant and from conception through the end of the first postpartum year for the mother.

The program is designed to prepare the graduate to contribute to the improvement of pregnancy outcomes, with the emphasis on care of the high-risk pregnant woman and the sick infant in the neonatal period and maintenance of health during pregnancy and infancy.

The objectives are consistent with the overall graduate objectives.

## Program

The program moves along a developmental health-illness track. The first term emphasizes the normal childbearing period and normal fetal-newborn development while the second term focuses on deviations from normal during the childbearing period. The third term concentrates on deviations from normal in the newborn infant.

In the fourth term the student selects the direction of further study, either management of high-risk pregnant women or long-term follow-up of high-risk infants. Concentrated theory and concurrent practice are provided within the University and perinatal units within the region. Curriculum flexibility is provided to meet the individual student's goals and interests.

The student is encouraged to explore courses in teaching, administration or supervision which are offered in the other divisions of the University as preparation for the role of clinical specialist.

## Psychiatric-Community Mental Health Nursing, Adult/Child

### Purpose and Objectives

The program prepares qualified professional nurses to assume increasing responsibility for meeting the health needs of people in hospital and community settings.

When psychiatric nursing care extends from the institution into the community, the psychiatric nurse is expected to (1) design and provide continuity of care for patients in varied settings; (2) correlate and coordinate mental health services; (3) guide and instruct others in psychiatric and mental health nursing care; and (4) serve as liaison among various disciplines, the patient, the family, and the community.

In addition to the common objectives for all graduate programs, learning experiences are selected which enable the student:

1. to have increasing responsibility for assessment and therapeutic interventions with clients presenting behavioral problems and/or psychiatric syndromes
2. to function with groups as observer-recorder, participant, and group team leader in client-centered therapeutic group activities with families, consumers, and clients
3. to have a continuity of relationship in the treatment process with the client and/or family and with the professional staff in community health through participation in an independent and/or a collaborative relationship between the health delivery systems in the community
4. to be engaged in preventive treatment services as well as those generally considered therapeutic and rehabilitative
5. to investigate clinical nursing practice utilizing the research model, method, and findings.

## Program

The program provides two tracks, adult and child, each requiring a minimum of 55 points.

The graduate program includes courses both in developmental theory and in advanced psychiatric and community mental health nursing theory and practice. In addition, courses in anthropology, sociology, and community organization may be taken in various divisions of the

University, including the Graduate School of Arts and Sciences and the Schools of Social Work and Public Health. Concurrent clinical experiences in community psychiatric and mental health services are provided to develop skills basic to planning for patient and community needs.

Additionally, the track to prepare the clinical nursing specialist in child psychiatry includes knowledge basic to the care of the emotionally disturbed, physically ill, and/or socially abused child. Concurrent clinical experiences in community psychiatric and mental health services, as well as in special settings, including those in children's hospitals and clinics, are provided to develop skills basic to planning for patient and community needs.

## **Joint M.P.H./M.S.N. Program**

The primary purpose of this interdisciplinary program is to prepare nurse practitioners or clinical specialists who will function effectively as community health practitioners, helping to interpret, plan, and/or administer programs. The program is directed toward nurses with at least one year's appropriate experience who expect to be practicing clinicians and at the same time hold responsible administrative positions, or who plan a career in clinical nursing but desire to enhance their clinical knowledge with a related public health concentration.

Students may apply and be accepted in both programs at the same time, starting in either school. Total degree requirement is 75 points plus the School of Public Health's one-term practicum. At least 30 points must be in residency in each school.



# Courses of Instruction

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The University reserves the right to withdraw or modify the courses of instruction or to change the instructors as may be necessary.

See the Key to Course Listings above.

Students not enrolled in the graduate program at the School of Nursing must have written approval of the Program Director prior to enrollment in any graduate course.

## Core Curriculum

### **Nursing M6220x. Introduction to physical and psychological assessment. 2 pts** **Ms. Kaplan and staff.**

Prerequisite: the instructor's permission.

Designed to prepare the student to take a complete health and developmental history, perform a systematic physical examination, recognize physical and psychological health and developmental problems, and record findings using the problem-oriented modular record. Lectures, modules, audiovisuals, and supervised laboratory experiences.

### **Nursing M6020x and y. Research, I. 3 pts** **Professor Messler.**

Introduction to principles and techniques of behavioral science research in nursing; problem recognition; and conceptualization, design, sampling, data collection, processing, and analysis. Modules and seminars. Development of problem area for clinical research. Consideration of nursing theories for theoretical frameworks.

### **Nursing M6030x and y. Research, II. 3 pts** **Professor Messler and staff.**

Prerequisite: *Nursing M6020* or its equivalent.

Presentation of students' proposals, critical analysis and development of research design for project or thesis.

### **Nursing M6031x, y, and s. Research, III 2 to 6 pts** **Professor Messler and staff.**

Prerequisite: *Nursing M6030*.

Designed for the student who will be developing a thesis. Refinement of data collection tools, data collection and analysis.

### **Nursing M6041x. Theoretical basis of nursing practice. 3 pts** **Professor Dreher and Ms. Albritten.**

Designed to facilitate analysis and synthesis of relevant theories as bases for implementation of nursing practice. Communication, role development, and health-care management explored from the viewpoint of selected conceptual frameworks. The nature of theories, models concepts, and the science of nursing examined in a seminar format.

### **Nursing M6010y. Life cycle concepts. 3 pts** **Professor Jaffe.**

Designed to acquaint the student with significant concepts related to the human life cycle as it relates to adulthood and the process of aging. Key concepts include separation-individuation, changing time perspective, autonomous functioning, cognitive changes, and other issues, concepts, or topics related to the maturational development of a human being through his or her own unique life cycle.

### **Nursing M8020x, y, and s. Clinical teaching practicum in health care. 2 to 6 pts**

Exploration of teaching of health care within the framework of higher education, continuing education and/or staff development. Emphasis on the role of the teacher and learner in a variety of health-care settings. The student is responsible for designing and carrying out the objectives for the teaching practicum. Faculty preceptors are assigned by the department to provide guidance and supervision during the experience.



**Nursing M8030x, y, and s. Clinical administration practicum in health care.****2 to 6 pts**

Application of principles and practices of administration in health care. Emphasis on the role of the administrator in a variety of settings. The student is responsible for designing and carrying out the objectives for the administration practicum. Faculty preceptors are assigned by the department to provide guidance and supervision.

**Nursing M8521x and y. Nursing and the health care scene.****2 to 3 pts****Professor Kelly.**

Prerequisite: the instructor's permission.

The implications of educational preparation for nursing practice, quality of care issues including law, ethics, peer review, consumer advocacy, and components of nurse power.

**Adult Nurse Practitioner Program****Nursing M6720x. Health maintenance of the adult.****3 pts****Professor Gray.**

To be taken concurrently with *Nursing M6220x* and *Nursing M6710x*.

In a systematic approach to the delivery of primary health care, this course considers those aspects relating to health maintenance and prevention of illness. Theory and concurrent nursing practice is focused on primary health care of the well adult.

**Nursing M6710x. Health assessment of the adult.****2 pts****Professor Gray and Dr. Park.**

Prerequisite: *Nursing M6220x*.

This course follows and complements the major course offering "Introduction to Physical and Psychological Assessment." The intent of the course is to provide the student opportunity to interpret physical findings and to learn their implications. An introduction to the interpretation of laboratory data is included. Teaching strategies include physical diagnosis rounds and seminars.

**Nursing M6120x. Pathophysiology—general.****2 pts****Members of the Department of Medicine.**

The course is taught by leading physicians involved in research and/or practice. It is offered as a separate course to enable students to study and assimilate the pathophysiology of selected illnesses affecting adults and children.

**Nursing M6121y. Pathophysiology—adult.****2 pts****Members of the Department of Medicine.**

This course is required for students in the Adult and Gerontology Primary Care programs. The pathogenesis of common conditions affecting adults is presented and serve as a basis for clinical management.

**Nursing M6730y. Diagnosis and management of common health problems.****6 pts****Professor Gray and staff.**

Prerequisite: *Nursing M6720x*, *M6120x*. Prerequisite or Concurrent: *Nursing M6121y*.

Utilizing a systems approach, frequently occurring episodic and chronic health problems manifest in adult care are studied. A variety of ambulatory care facilities are utilized for clinical practice.

**Nursing M8770x-M8771y. Diagnosis and management of illness in adults, I and II****6 pts****Ms. Mellett and staff.**

Prerequisite: *Nursing M6730y*.

Utilizing a systems approach, the diagnosis and management of health conditions manifest in adult primary care are studied. A variety of ambulatory care facilities are utilized for clinical practice.

**Nursing M8790x and y. Individualized study in adult primary care.****1 to 8 pts****Professor Gray.**

Prerequisite: *Nursing M6730y*.

Selection of a specific area of interest within the adult primary care specialty. With the guidance of a preceptor, intensive study is combined with clinical practice. Proposed work must be outlined before registration. Final written report required.

## Gerontology

**Nursing M6770x. Health maintenance of the elderly. 3 pts**

**Ms. Quinlan.**

In a systematic approach to the delivery of primary health care, this course considers those aspects relating to health maintenance and prevention of illness. The theory and concurrent nursing practice is focused on primary health care of the essentially well older adult. Health education and anticipatory guidance are stressed. Emphasis is placed upon the normal aging process and upon the coping mechanisms of the older person under physiological stress. Nursing interventions to increase the probability of successful aging are studied.

**Nursing M6750y-M6751x. Nursing seminar in gerontology, I and II. 2 pts**

**Ms. Quinlan.**

These courses are taken concurrently with *Nursing M6730y* and *M8770x*. The seminars focus on the application of theory and clinical content in the care of the elderly.

**Nursing M6780y. Health problems of the aged. 2 pts**

**Ms. Quinlan.**

In a systematic approach to the delivery of primary care, this course considers those aspects relating to the diagnosis and management of frequently occurring health problems and conditions of the elderly.

**Nursing M8780x and y. Individualized study in gerontology. 2 to 8 pts**

**Ms. Quinlan.**

Selection of a specific area of interest within the gerontology specialty. With the guidance of a preceptor, intensive study is combined with clinical practice. Proposed work must be outlined before registration. Final written report is required.

## Maternity Nursing-Nurse Midwifery

**Nursing M6462x, y, and s. Health assessment of adult female. 2 pts**

**Ms. Buchbinder and staff.**

In-depth anatomy and physiology of the reproductive system with application to complete physical and pelvic assessment of the adult female. Includes components of communication theory as applied to complete history taking, interpretation of laboratory values, and human sexuality. Seminars, lab and clinical practice.

**Nursing M8472x, y, and s. Antepartum normal. 5 pts**

**Sr. Rose Carmel and staff.**

Prerequisite: *Nursing M6462* and *M6220*.

The physiological, social, and emotional components of antepartum care. Embryology and fetology, genetics, communication theory, principles of preparation of families for childbearing, and community aspects of maternal, newborn, and family health services. Practice includes nurse-midwifery management of care of normal antepartum woman. Seminars and clinical practice.

**Nursing M8473x, y, and s. Intrapartum normal/early postpartum newborn.**

**Mses. Kaplan, Lichtman, and staff.**

**6 pts**

Prerequisite: *Nursing M6462* and *M6220*.

Nurse-midwifery management of the care of the normal intrapartum woman. Content includes anatomy and physiology relevant to care of intrapartum and early postpartum patient, review of labor support and physical needs, theory of neonatal adaptation of extrauterine life, resuscitation, and management of normal labor, delivery, and immediate postpartum care of mother and newborn.

**Nursing M8474x, y, and s. Interconceptional care. 3 pts**

**Ms. Robinson and staff.**

Prerequisite: *Nursing M6462* and *M6220*.

Theory and practice related to nurse-midwifery management of interconceptional care. Anatomy and physiology relative to postpartum woman, endocrinology, current contraceptive methods including indications and contraindications for use, knowledge of demography, and theory of minor gynecological variations and common problems. Seminars and clinical practice.

- Nursing M6465x, y, and s. Neonatology.** 2 pts  
**Ms. Shanik and staff.**  
 Prerequisite: *Nursing M6462, M8472, M8473, M8474, and M8475.*  
 Seminar discussion of common newborn variations and problems. Interdisciplinary approach using expertise of physicians, nurse-midwives, and perinatal nurses in care of sick newborn.
- Nursing M6464x, y, and s. Parent education.** 2 or 4 pts  
**Ms. Lichtman.**  
 Prerequisite: *Nursing M6462 and M8472.*  
 Principles of teaching and learning applied to preparation for childbearing. Development of parent classes and supervised teaching experiences included.
- Nursing M8475x, y, and s. Clinical practicum in nurse-midwifery.** 5 pts  
**The staff.**  
 Prerequisite: all other clinical major courses except *Nursing M6466 and M6464.*  
 Intensive integration of theory and clinical practice in the nurse-midwifery management of medically and obstetrically uncomplicated women and newborns throughout the childbearing cycle. Clinical practice in all areas, teaching rounds, case presentations, and seminars with professional colleagues.
- Nursing M6466x, y, and s. Nursing management of high-risk pregnancies.** 3 pts  
**Professor Decker and Sr. Rose Carmel.**  
 Prerequisite: *Nursing M6462, M8472, M8473, M8474, and M8475.*  
 Theory and rationale for medical and nursing management of the care of the patient with complications of pregnancy, labor, and delivery, and the postpartum period. Practice includes provision of expert nursing care, as well as identification of high-risk patient, through history taking, laboratory findings, and physical examination. The interdisciplinary health team approach is utilized.
- Nursing M6470x, y, and s. Guided study in maternity nursing.** 2 to 6 pts  
**Dr. Messler and faculty.**  
 Prerequisite: the instructor's permission.  
 Beginning graduate level selection of area of theory in maternity nursing for in-depth study with guidance by faculty preceptor.
- Nursing M8490x, y, and s. Independent study in maternity nursing.** 1 to 6 pts  
**Professor Decker and staff.**  
 Prerequisite: the instructor's permission.  
 Selection of area of theory in maternity nursing-nurse-midwifery for in-depth study with guidance by faculty preceptor.
- Nursing M8495x, y, and s. Clinical preceptorship in nurse-midwifery.** 2 to 6 pts  
**Professor Decker and staff.**  
 Prerequisite: *Nursing M6220, M6462, M8472, M8473, M8474, and M8475.*  
 Selection of area of advanced nurse-midwifery practice. Work in collaboration with faculty preceptor and staff nurse-midwives in a variety of nurse-midwifery services.

## Nurse Anesthesia

- Nursing M6124x. Cardiovascular physiology and pathophysiology.** 3 pts  
**Dr. Han-Chiang Lee.**  
 Advanced study of cardiovascular physiology and pathophysiology including pathophysiology of shock, invasive hemodynamic cardiovascular monitoring; pre-, intra-, and postoperative anesthetic consideration for patients with coronary artery disease, hypertension, and congestive heart failure. Interpretation of electrocardiograms with emphasis on arrhythmia detection, treatment, and the way it relates to acid base electrolyte balance and anesthesia.
- Nursing M6125x. Respiratory physiology and pathophysiology.** 3 pts  
**Ms. Doddato.**  
 Functional anatomy and physiology; ventilation, diffusion, and perfusion; ventilation-perfusion relationships and abnormalities; oxygen transport; blood-tissue gas exchange; transport and elimination of CO<sub>2</sub>; analysis of blood gases and pH; regulation of respiration; respiratory physiology in unusual environment; physical diagnosis of pulmonary diseases. Emphasis on considerations related to pre-, intra-, and postoperative anesthesia care.



**Nursing M6110y. Pharmacology of anesthetics. 3 pts****Ms. Svozil.**

Study of factors that affect action, absorption, distribution, biotransformation, excretion of drugs, and drug interactions. Study of uptake, distribution, biotransformation, and elimination of those drugs commonly used in anesthesia (a) inhalation, local, and intravenous anesthetics; (b) muscle relaxants; (c) drugs used for sedation. Special emphasis on dosage, mechanism of action, characteristic drug effects, factors modifying drug effect, and indication and contraindications for use.

**Nursing M6126y. Renal physiology and fluid balance. 2 pts****Ms. Howell.**

Functional anatomy and physiology, including physical principles governing extracellular and intracellular fluid balance, physiology of glomerular filtration and tubular function, and the role of kidney in acid base balance; application to the supportive and therapeutic administration of fluids and electrolytes.

**Nursing M6127y. Neurophysiology and pathophysiology. 2 pts****Dr. Donald Finck.**

Integrated anatomy, physiology, and pharmacology of the central, autonomic, and peripheral nervous systems. Emphasis on the neuronal circuitry and integrative functions essential for maintenance of homeokinesis; alterations by drugs, disease, and surgical and anesthetic interventions, control of cardiovascular and pulmonary systems; current theories of pain perception.

**Nursing M6128y. Endocrinology and pathology. 2 pts****Dr. Ronald Andree.**

Advanced study of uncommon disease entities, endocrine and metabolic alterations whose underlying pathophysiologic process might effect anesthesia management. Emphasis on anesthesia management including prevention and treatment.

**Nursing M6862s. Physical and psychological assessment of preoperative patient. 2 pts****Ms. Svozil and staff.**

History and physical examination technique aimed at identifying pathology rather than diagnosed disease entities with emphasis on information concerning the heart, lungs, and peripheral circulation. Includes those aspects of neurological examination most helpful in assessing the degree of CNA depression. Students learn to recognize physical and psychological problems, interpret laboratory and diagnostic tests, and to develop an anesthesia management care plan based on the problem oriented approach.

**Nursing M6870s. Introduction to clinical anesthesia. 3 pts****Ms. Svozil and staff.**

Basic methods of anesthesia administration including techniques, principles, and equipment required. Introduction to applied physics of anesthesia machines and equipment, noninvasive and invasive monitoring techniques, airway management, physiological effects of surgical positioning, basic principles of electrical circuits, physiological effects of electricity, principles of electrical safety, principles and application of medical electronic equipment. Lecture modules, audiovisual techniques, and supervised laboratory experience.

**Nursing M8870s-M8871x. Clinical practicum in nurse anesthesia, I and II. 7 and 6 pts****The staff.**

Intensive integration of theory and clinical practice for patients undergoing surgical and obstetrical anesthesia. Emphasis on assessment and nurse anesthesia management. Students are assigned to a specialty for a defined period of time. Clinical practice is structured to meet realistic competencies under tutorial guidance. Through critique of anesthesia care plans, case discussion, presentation and seminars, the student develops logical problem-solving techniques and critical judgment. Mastery to the specific level of competency is required within the specified time framework. *Clinical Practicum I*: basic anesthesia practice for uncomplicated surgical procedures on patients of Physical Status ASA I and II. *Clinical Practicum II*: expanded anesthesia practice for more involved surgical procedures on patients of Physical Status ASA III and IV and the pediatric, obstetric, and geriatric patient.

**Nursing M6871x. Anesthesia for specialty and emergency surgery. 3 pts****The staff.**

Investigation of selected problems commonly associated with specialty and emergency surgery. Anesthetic consideration for the various surgical procedures, as well as for pediatric, obstetrical, and geriatric patients. Includes anatomical, physiological, and pathophysiological considerations of pregnancy, infancy, childhood, and the aged. Techniques of selected regional anesthetics including the indications and contraindications for use.

**Nursing M6111x. Pharmacology of accessory drugs.****3 pts****The staff.**

Advanced study of current drugs in use that may be encountered in patients coming to anesthesia. Drugs used for cardiovascular and respiratory support with emphasis on dosage, mechanism of action, characteristic drug effect, factors modifying drug action, and the indications and contraindications for use.

**Anesthesia Residency (January through August).****0 pts****Staff and preceptors.**

Intensive integration of theory and clinical practice in anesthesia management of the neonate, pediatric, adult, obstetrical, and geriatric patient; the healthy patient as well as those with multisystems problems or disease states; patients undergoing a variety of surgical and diagnostic procedures, including cardiac and neurosurgical surgery. During the residency the student is given increasing responsibility to function independently as a nurse anesthetist and resource person under tutorial guidance. The student must complete the required minimum of 450 cases in specific categories and 600 clinical hours to meet the requirement for eligibility for the nurse anesthesia certification examination. Clinical practice, teaching rounds, case presentation, and seminars with professional colleagues.

**Pediatric Nursing (Ambulatory Care)****Nursing M6610x. Physical and psychological assessment of the normal child.****Ms. Albritten and Ms. Buschman.****2 pts**

Prerequisite: the instructor's permission.

Designed to prepare the student to take a complete health and development history of the normal child, perform a systematic physical examination, recognize physical and psychological health and developmental problems, and record findings using the problem-oriented modular record. Lectures, modules, audiovisual presentations, and supervised laboratory experiences.

**Nursing M6120x. Pathophysiology—general.****2 pts****Members of the Department of Medicine.**

The course is taught by leading physicians involved in research and/or practice. It is offered as a separate course to enable students to study and assimilate the pathophysiology of selected illnesses affecting adults and children.

**Nursing M6122y. Pathophysiology—child.****2 pts****Members of the Department of Pediatrics.**

The course is required for students in the Pediatric Primary Care Program. The pathogenesis of common conditions affecting children is presented and serve as a basis for clinical management.

**Nursing M6620x. Health maintenance of the infant and young child.****3 pts****Ms. Albritten, Professor Jackson, and Dr. B. Fiscina.**

Open to students in other major areas in nursing with the instructor's permission. Theory and concurrent nursing practice are focused on the primary health care of infants and young children. In the maternity setting, clinics, and nursery schools, students provide support, counseling, and health education to parents as well as health care to children. Students assess the health status, growth, development, and behavior of infants and young children, as well as parents' responsiveness and child rearing styles. They individualize counseling to assist parents to enjoy parenthood while learning about infant and young children's behavior. Conferences and classes on health provide parents with information to help them make decisions when their children are ill or exhibit behavior changes. Methodologies include lectures, seminars, audiovisuals, observations, and precepted clinical experiences in hospital and community settings.

**Nursing M6630y. Health maintenance of school age and adolescent children.****Ms. Albritten, Professor Jackson, and Dr. B. Fiscina.****6 pts**

An expansion of knowledge of primary health care to children and adolescents and an opportunity to utilize newly acquired skills and knowledge. Daily conferences and information on issues of pediatric ambulatory care. Interdisciplinary conferences assist in role clarification and set the stage for appropriate referrals and collegial relationships. Students assess children for health status, behavior patterns, growth, and development and assist parents by providing information and counseling and encouraging them in decision making. Teaching health classes to school children provides practitioner students the opportunity to meet children's needs as health consumers.



**Nursing M8670x. Diagnosis and management of illness in children. 6 pts****Ms. Grey and Dr. B. Fiscina.**

Provision of primary health care to children with common episodic illnesses. The course and management of selected illnesses of children and practice in recognizing and managing problems in the clinical setting. Working within the protocols set by the institution and under the supervision of preceptors, students acquire skill in making decisions, providing care, and making judicious referrals to physicians or other health-care providers. Students provide for continuity of care when patients require the services of consultants. Clinical settings include ambulatory care clinics and community family centers. Lecture, seminar, audiovisual techniques, precepted laboratory experiences.

**Nursing M8690y. Individualized study in pediatric primary care. 4 to 8 pts****Professor Jackson and Ms. Grey.**

A specific area of interest is selected within the pediatric primary care specialty. With the guidance of a preceptor, intensive study is combined with clinical practice in a variety of settings. Required: outline of proposed work before registration and final written report. Areas of study and practice might include primary care of children in adolescent and youth clinics, public and private health maintenance organizations, nursery schools, after-school programs in neighborhood community centers. Clinical practice, case presentations, teaching rounds, and colloquia.

**Nursing M6635y. The chronically ill child and the family. 2 pts****Ms. Grey.**

Students study the work of theorists and researchers on the psychological and social consequences of illness on children and their families. Emphasis is placed on theory from the behavioral sciences necessary to provide care to clients with chronic and/or handicapping conditions both in and out of the hospital. Methods: case studies, seminars.

## Perinatal Nursing

**Nursing M6651x. Perinatal family assessment, I. 3 pts****Ms. Warrick.**

Focuses on utilizing the nursing process during the childbearing period and with normal newborn. The student studies the process of normal pregnancy as it relates to the childbearing family, development of parental roles, and cultural perspectives. The biophysical parameters of maternal-fetal-placental assessment are studied. The nurse is prepared to perform a comprehensive health appraisal on the newborn and to make an assessment of developing maternal infant attachment. Clinical practice with longitudinal care of families and newborn health assessments. Seminars, lectures, student case presentations, written reports.

**Nursing M6652y. Perinatal family assessment, II. 3 pts****Ms. Warrick.**

Prerequisite: *Nursing M6651* and *M6150*.

Complications in pregnancy and the birth process with emphasis on the process of high-risk pregnancy as it relates to the childbearing family. The student is expected to apply the acquired concepts of psychosocial adaptation and biophysical assessment in the care of the high-risk pregnant woman and her family. Clinical practice, seminars, lectures, written reports.

**Nursing M6150x. Fetal-newborn physiology. 3 pts****Professor Stanek.**

Physiological development of fetus by systems: adaptations during labor, delivery and immediate postnatal period, initiation of parturition. Lecture.

**Nursing M6660x. Perinatal nutrition, I. 2 pts****Professor Rosso.**

Metabolic changes during pregnancy, maternal nutrient requirements, maternal-fetal exchange, fetal nutrient requirements, specific deficiencies, and outcome of pregnancy. Assessment of nutritional status in a pregnant woman.

**Nursing M6661y. Perinatal nutrition, II. 2 pts****Ms. Muttart.**

Newborn-infant nutrition: emphasis on the nutritional requirements and gastrointestinal functions of the normal neonate and guidelines to the therapeutic needs of the abnormal. Historical and cultural aspects included.

**Nursing M8640x and y. Advanced practice in perinatal nursing. 4 pts****Professor Messler.**

Prerequisite: the instructor's permission.

Field placement in a regional perinatal setting, participation as an active member of a multidisciplinary team. Observation of administrative process in delivery of services.

**Nursing M8650x and y. Individualized study in perinatal nursing. 2 to 8 pts****Professor Messler and staff.**

Selection of a special area of interest within perinatal nursing. Clinical practice and intensive study under the guidance of a preceptor. Outline of proposed work and final written report required. Opportunity to develop skills in expanded role.

**Psychiatric-Community Mental Health Nursing****Common Courses****Nursing M8588x. Theory of group development. 2 pts****Professor Lennon.**

Weekly seminar discussion of assigned readings and classroom learning. Emphasis on concepts of group formation, problem resolution, and termination, and exploration in depth of concepts of leadership, membership, and responsibility.

**Nursing M8592x-M8593y. Clinical practice and supervision with groups, I and II. 2 pts****Professor Lennon and staff.**

Prerequisite: the instructor's permission.

The student participates as a leader or co-leader in a goal-oriented group. Clinical supervision focuses on the dynamic nature of group development. Reading and written assignments and group discussion.

**Nursing M6585x and y. Theory of community mental health nursing. 2 pts****Professor Lennon.**Prerequisite: *Nursing M6582—Evaluation and intervention in psychiatric illness*, and the instructor's permission.

Basic concepts and development of community mental health. The functional roles of the clinical specialist in community mental health. Seminar discussion, reading, and written assignments.

**Nursing M8560y. Introduction to family theory and therapy. 3 pts****Ms. Feldstein.**

Prerequisite: the instructor's permission.

An introductory course in family theory and therapy. The concept of the family as a system, theoretical models upon which to base clinical practice, and seminal ideas in family therapy presented. Seminars are structured around relevant readings from the family literature and supervision. Each student is assigned to work with a family. Clinical supervision is provided by faculty members. There is a required written assignment.

**Nursing M6530x. Developmental basis of therapeutic processes. 3 pts****The staff.**

Limited to 20 students.

Concepts of ego psychology and maturational sequence from infancy through adolescence. Special emphasis on concepts of attachment behavior, trauma, anxiety, and identity formation in normal development. Seminar discussion.

**Adult****Nursing M6594y. Concepts of psychiatric nursing. 2 pts****The staff.**Prerequisite: *Nursing M6530* and the instructor's permission.

Through weekly reading assignments and discussion, the student is introduced to expectable and extreme manifestations of psychological stress reactions, with focus on sensory deprivation, grief, loneliness, panic, delusions, hallucinations, and suicidal behaviors.

**Nursing M6562y. Psychological assessment of adults. 2 pts**

Interviewing and psychological assessment of adults to ascertain the level of psychological functioning. Techniques and methodology presented. Seminar includes demonstrations and clinical assignment to insure student participation.

**Nursing M6582y. Evaluation and intervention in psychiatric illness. 2 pts**  
**Dr. Goldberg and staff.**

Prerequisite: the instructor's permission.

Seminar focusing on understanding anxiety, depression, mania, schizophrenia, and other psychiatric disorders. Psychiatric assessment and psychotherapeutic interventions taught through readings, discussion, and tapes.

**Nursing M6584x. Psychobiology of behavior. 2 pts**

**Dr. Goldberg and staff.**

Prerequisite: *Nursing M6582*—*Evaluation and intervention in psychiatric illness*.

Neurochemical, genetic, and psychodynamic bases of psychopathology. Psychopharmacological and psychotherapeutic treatment of mental illness. Readings, seminars, discussion.

**Nursing M8590x-M8591y. Clinical practice and supervision with individuals, I and II. 2 pts**

**The staff.**

Prerequisite: the instructor's permission.

Each student is given an opportunity to work with one or more individuals or families, and is responsible for assessing and working with the physical, psychological, and social aspects of the clinical case under nursing supervision. Readings, clinical practice, and supervision.

**Nursing M8594x-M8595y. Clinical practice in institutions, I and II. 4 pts**

**The staff.**

Prerequisite: the instructor's permission.

Students participate as active members of multidisciplinary teams in psychiatric or other health oriented organizations, focusing on further development of clinical skills with individuals and groups, demonstrating consultation, teaching, and management skills within the organization. Required readings, written assignments, and specific projects designed to help the student practice and appreciate the clinical specialist role within an institution.

**Child (Liaison)****Nursing M6570x. Introduction to clinical specialization in child psychiatric nursing. 3 pts**

**Ms. Feldstein.**

Weekly seminars to discuss and demonstrate clinical skills basic to the practice of the clinical specialist. Weekly practicum to further develop skills and to develop clinical applications of concepts.

**Nursing M6572x. Psychological assessment of children. 2 pts**

**Dr. Dunton and staff.**

Seminar discussion, lectures by instructor and guests, observations of interviews with children, and student presentation of clinical data. Health assessment interviews required.

**Nursing M8620y. Clinical practice with children and families under stress. 2 pts**

**Ms. Buschman and staff.**

A practicum designed to provide students with exposure to children and adolescents stressed by acute, chronic, or life-threatening disease and by congenital deformities. The experience gives students opportunity to work with these young patients and their families and to appreciate the effects of such stress upon growth, development, family and social functioning. Collaboration with professionals within the context of the pediatric out-patient department and community agencies is encouraged. Home visiting to be arranged where appropriate.

**Nursing M8350y. Clinical seminar: children and families under stress. 2 pts**

**The staff.**

Discussion of the applicability of consultation and liaison skills. Weekly presentation of theories of stress, child and family adaptations to stress, and nursing interventions. Assigned readings and audiovisual materials.



**Nursing M6575y. Evaluation and intervention in child psychopathology.****Dr. Duntun and staff.****2 pts**

Seminar focusing on understanding autism, schizophrenia, neurosis, and organic mental syndrome. Psychotherapeutic intervention taught through readings, discussion, and interviewing.

**Nursing M6578x-M6579y. Treatment modalities for disturbed and distressed children, I and II.****2 pts****The staff.**

Eclectic study of modalities currently useful in treatment of children. Includes psychotherapies, creative arts, mutual story telling techniques, psychopharmacology, behavior modifications, milieu children's groups. Readings, lectures, audiovisual presentations.

**Nursing M8340x. Advanced practice with children and families, I.****4 pts****The staff.**

Practicum with distressed/disturbed children and families in hospital liaison and community mental health. Liaison skills developed within the institutional setting. Treatment with selected children and families, interdisciplinary collaboration, observation of administrative process in delivery of services in both practice areas. Weekly clinical supervision and selected readings.

**Nursing M8341y. Advanced practice with children and families, II.****4 pts****The staff.**

Continuation of field placement with the development of a special treatment focus by the student, e.g., a children's activity group, parent group, advocacy for a client or group of clients, etc. Weekly clinical supervision and selected readings.

**Supporting Courses****Public Health P6100. Introduction to vital statistics.****1 pt****2 lecture and 2 laboratory hours a week.****Autumn term (quarter 1).**

Mass data of the health fields: the content of vital statistics; methods of collection, tabulating and graphing data; elementary methods of analyzing some of the simpler types of data in terms of averages, percentages, and rates. Laboratory work is devoted to the practical application of the methods presented in the lectures.

**Public Health P6101. Introduction to the analysis of experimental data.****2 pts****2 lecture and 2 laboratory hours a week.****Autumn term (quarter 2).**

Summarization of experimental data by means of percentages, averages, and measures of variation; methods for evaluating chance variation as applied to percentages and averages; introduction to the general concept of correlation. Laboratory work is devoted to the practical application of the methods presented in the lectures.

**Teachers College TX4020x. Statistical methods I.****4 pts****Sec 1: MW 1-2:30; Sec 2: TuTh 5:10-6:40; Sec 3: MW 5:10-6:40. Lab: hours to be arranged.**

Prerequisite: a passing score on an examination in arithmetic and elementary algebra, given before and during registration (practice and diagnostic materials available from the Statistics Office).

Laboratory fee: \$5.

Elementary statistical methods for those planning one or two terms of statistics. Measures of central position and variability; zero-order correlation; regression with one independent variable; use of the normal distribution; and simple sampling, estimation, and hypothesis-testing procedures. Laboratory devoted to applications in substantive areas of research.

**Teachers College TI5021x. Methods of empirical research, I.****3 pts****Sec. 1: W 1-2:50; Sec 2: W 5:10-7.**Prerequisite: *TJ3700* or the equivalent, and the instructor's permission.Recommended preparation: *TP3500* or the equivalent.

An introduction to the methods of scientific inquiry, research planning, and techniques of making observations and analyzing and presenting data. Topics include methods of inquiry, the role of research in theory, formulating problems and hypotheses, sampling, measurement, and the design of empirical research. Students are given the opportunity to design research projects.

**Teachers College TI5022y. Methods of empirical research, II.****3 pts****Sec 1: W 1-2:50; Sec 2: W 5:10-7.**Prerequisite: *TI3830* or the equivalent, and the instructor's permission.

Provides an opportunity to plan and execute a modest research project and to study certain research methods and techniques in greater depth than in *TI3830*. These include design, sampling, direct observation, interviews and questionnaires, and scale construction. Time is provided in the course schedule for supervised work on the project.

**Social Work T6915. Interdisciplinary collaboration in health care.****3 pts**

Prerequisite: For second-year students currently in field placement in health settings and with the instructor's permission.

Emphasis is on the knowledge and skills necessary to participate effectively in interdisciplinary arrangements in the health care field. The collaborative process is reviewed from the vantage point of the organization, the work group, and professional ideologies. Each student is required to keep a log of his or her interprofessional activity in a health setting.

**Elective courses****3 to 6 pts****Autumn and spring terms.****Suggested Courses****Teachers College TY4005x and y. Principles of teaching.****2 to 3 pts**

The teaching process in relation to the purposes of education, human growth, and personality, the nature of learning, the dynamics of groups, the nature of subject matter and evaluation.

**Teachers College TY4000x. General course in curriculum and teaching.****3 pts**

Curriculum issues and problems, their rationale, and implications for education.

**Teachers College TD4011x and y, A and B. Curriculum and instruction in higher education.****3 pts****Professor Leemon.**

Trends and issues pertaining to liberal, general, specialized, and professional education. Internal and external interests that influence curriculum instruction decisions and their implications for the organization and administration of colleges and universities.

**Teachers College TN4031x and y. Curriculum and teaching in nursing education.****3 pts****Autumn: Professor Rines. Spring: Instructor to be announced.**Prerequisite: *TD4011*.

Required of all students preparing for educational administration and teaching. Fundamental principles of curriculum development as they apply to nursing education. Development of instructional plans and materials, teaching methodology, and evaluation of student progress.

**Teachers College TN4033x. Staff development in nursing, I.****3 pts**

Presentation of constructs and techniques used in the process of staff development in nursing. Experience in diagnosing learning needs, developing objectives, selecting curriculum designs, and implementing evaluation procedures.

**Teachers College TN4034y. Staff development in nursing, II.****3 pts**

Study of the organization and administration of staff development programs. Focus on change theory as a tool to facilitate staff development goals.

**Teachers College TD4050x, y, and A. Introduction to adult and continuing education.****3 pts****Professor Mezirow.**

An introduction to the professional field of adult and continuing education—purposes, forms, issues; the adult learner and the concepts of lifelong learning; overview of current developments in universities and colleges, community agencies and organizations, public schools, and job-related settings. Emphasis on collaborative student participation.



**Teachers College TH4012z. Family and kinship in social and cultural context.****Tu 1-2:50****3 pts**

Culture, class, and ethnic variations in family and kinship systems, with special attention to urban settings.

**Health Administration****Public Health P6501. Imperatives of health administrations.****3 pts****3 hours a week.**

Prerequisite: for students not majoring in health administration, the instructor's permission.

Lectures, seminars, and required reading. Focus on practical administrative problems dealing with quality and cost control of services, budget formulation, grantsmanship, and strategies. Readings include issues discussed in current health services administration journals. Periodic examinations, exercises.

**Public Health P6502. Health-care delivery systems.****3 pts****3 hours a week.**

A review of contemporary approaches to the delivery of health-care services in the United States. The dimensions, components, constraints, and varied responses of the health-care system.

**Public Health P6509. Health management techniques.****2 pts****2 hours a week.**

Prerequisite: the instructor's permission.

Provision of concepts and techniques of management, organization, planning, and control; problem-solving situations; and fundamental elements of personnel supervision. Key management techniques taught in practical fashion to enhance self-confidence in applications of management knowledge and skills. Class discussion and final examination.

**Public Health P6513. Hospital organization and management.****3 pts****3 hours a week.**

An overview of the administrative elements of hospital functions, including background and theoretical concepts, and opportunities for examination and open discussion of the issues and problems of hospital management. The approach is from the general to the particular, to provide students with a workable overall knowledge of hospital organization, as well as more particular insight to certain typical and key departments. Field visits.

**Public Health P6518. Health facilities planning and design.****3 pts****3 hours a week.**

Prerequisite: the instructor's permission.

Provision of concepts, terminology, and cost factors, along with an awareness of design techniques, regulatory standards, budgeting, sources of capital financing, and instruction associated with the long-range planning, programming, designing, financing, and building of health facilities.

**Public Health P6530. Overview of health services administration.****3 pts****2 hours a week**

Readings and lectures by key faculty members who are subsequently involved in the major course offerings of the division provide an introduction to areas of health policy, planning, sociology of health, economics, and services; administration, organization, finance, and delivery of health care and services in public and private agencies; assessment and evaluation of health care and the history, philosophy, and ethical considerations in public health. In-class examinations.

**Public Health P6553. Nursing administration, II.****2 pts****2 hours a week.**

Prerequisite: the instructor's permission.

Examination and application of administrative principles and functions in the organization and management of the delivery of nursing services in the community. Emphasis on personnel management, labor relations, staff development, quality control, and evaluation of nursing services.

Other courses offered by the Graduate School of Arts and Sciences, the School of Public Health, or other graduate divisions may be selected by students with the approval of the faculty adviser. Students should consult the appropriate bulletins.



# Registration, Expenses, and Other Information

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# Registration, Expenses, and Other Information

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## Registration

Before attending University courses, each student must register in person during the registration period (see *Academic Calendar*). The registration procedure is as follows:

1. Students report to the School of Nursing, Maxwell Hall, and fill out various forms giving information required for University records.
2. They have their programs approved by an adviser.
3. They take their completed forms to the Office of the Registrar, sign a Retail Installment Credit Agreement, and pay their fees, if desired, in the Student Accounting Division. (For more detailed information, see *Fees*).

All students will be asked to give Social Security numbers when registering in the University. Those who do not now have a number should obtain one from their local Social Security office well in advance of registration.

Students in the graduate programs are required to have proof of malpractice insurance and current nursing licensure upon entering the program.

## Changes in Programs of Study

Once registered, a student may drop or add courses or change sections by filing a formal change-of-program application with the Registrar during the change-of-program period each term: September 8-16 for the autumn term, and January 22-28 for the spring term. All such changes must first be approved by the student's adviser.

Students may drop courses *after* the change-of-program period by following the same procedure; however, for individual courses dropped after the last day for change of program in each term, no adjustment of tuition will be made. Autumn-term courses may be dropped no later than November 13, spring-term courses no later than March 19. *Failure to attend classes or unofficial notification to the instructor does not constitute dropping a course and will result in a failing grade in the course.*

## Auditing Courses

Degree candidates in good standing who are enrolled for a full-time program in the current term may audit one or two courses (except during the summer session) in any division of the University without charge by filing a formal application in the Registrar's Office (Room 1-138, Black Building) during the change-of-program period. Applications require (a) the certification of the Registrar that the student is eligible to audit and (b) the approval of the dean of the school in which the courses are offered.

For obvious reasons, elementary language courses, laboratory courses, studio courses, applied music courses, and seminars are not open to auditors; other courses may be closed because of space limitations. In no case will an audited course appear on a student's record, nor is it possible to turn an audited course into a credit course by paying the fee after the fact. Courses previously taken for credit may not be audited.



## Regulations

According to University regulations, each person whose registration has been completed will be considered a student of the University during the term for which he or she is registered unless the student's connection with the University is officially severed by withdrawal or otherwise. No student registered in any school or college of the University shall at the same time be registered in any other school or college, either of Columbia University or of any other institution, without the specific authorization of the dean or director of the school or college of the University in which he or she is first registered.

The privileges of the University are not available to any student until he or she has completed registration. A student who is not officially registered for a University course may not attend the course unless granted auditing privileges (see above). No student may register after the stated period unless he or she obtains the written consent of the appropriate dean or director.

The University reserves the right to withhold the privilege of registration or any other University privilege from any person with unpaid indebtedness to the University.

## Transfer of Credit

Credit for summer course work taken at another university may be awarded only with prior written approval of the Office of the Assistant Dean. Graduate students seeking transfer of credit for work taken at another university must obtain written permission of the Program Director prior to enrollment in the course.

## Attendance and Length of Residence

Of the 120 points (units of academic credit) required for the baccalaureate degree, 45 must be taken in residence at Columbia, 30 of these at the School of Nursing. (The final 15 points must be taken in residence at Columbia.) The residency requirement for the master's degree is 30 points.

A student in good standing may, for special reasons, be granted a leave of absence by the Associate Dean. The length of the absence depends upon the particular courses the student is taking at the time of the leave and when these courses will be offered again, since all courses are not offered every term.

Regular class attendance is necessary for attainment of satisfactory performance in college work and is the responsibility of each student. Requirements for class attendance within any course are at the discretion of the faculty member responsible for the course. Attendance is always required on the first day of each course. Clinical commitments within courses are also required.

## Religious Holidays

It is the policy of the University to respect its members' observance of their major religious holidays. Officers of administration and of instruction responsible for the scheduling of required academic activities or essential services are expected to avoid conflict with such holidays as much as possible. Such activities include examinations, registration, and various deadlines that are a part of the academic calendar.

Where scheduling conflicts prove unavoidable, no student will be penalized for absence due to religious reasons, and alternative means will be sought for satisfying the academic requirements involved. If a suitable arrangement cannot be worked out between the student and the instructor involved, students and instructors should consult the appropriate dean or director. If an additional appeal is needed, it may be taken to the Provost.

## Grades

The grading system is as follows:

A+ or A, excellent; A- or B+, good; B or B-, average; C+ or C, passing; C-, poor but passing; F, Failure.\*

**Pass-Fail Grades:** undergraduate students may elect the Pass-Fail grading option for up to 8 courses or a total of 28 points. Graduate students may elect the Pass-Fail grading option for elective courses only. All courses in the major must be taken for letter grades. Grades of P are not included in the grade-point average; however, grades of F are included. Students who wish to elect a pass-fail grade must secure written approval from their academic advisers by November 13 in the autumn term and March 19 in the spring term. Students on academic probation may not elect the Pass-Fail grading option.

The grade of D, poor but passing, is used by other divisions of the University. No more than 15 points of D work will be credited toward the bachelor's degree. Credit for D work is accepted only for courses taken at Columbia University.

The mark of F\* (failure due to unofficial withdrawal) is assigned to a student who discontinues attendance in a course without formally notifying the Office of the Registrar.

The mark of ABS (authorized absence from an examination) is given by the instructor with the approval of the Office of the Assistant Dean to those students who for imperative reasons are unable to take the final examination. If a student is unable to attend the final examination because of illness or some other emergency, he or she must, to receive the mark of ABS, communicate with the instructor before the examination. The student must remove the ABS during the term following the one in which it was received, otherwise the ABS will be changed to F.

The mark of INC (incomplete) is granted at the discretion of the instructor under special circumstances. Deadlines for completion of course work should be arranged between instructor and student. If work is completed within a period of four weeks after the end of the term, the grade of INC will be changed to a letter grade; otherwise, it will remain on a student's transcript even after a letter grade also has been recorded. After a period of one year a student loses the privilege of making up work and receiving a letter grade. A student who receives three or more grades of INC in the autumn term will be placed on probation. A student with more than two INC's on his or her record will not be permitted to register for the following term.

In the computation of grade averages, marks for courses are awarded quality points on the following scale: A = 4, B = 3, C = 2, D = 1, F = 0. For each plus or minus unit an adjustment of +0.3 or -0.3 is made.

## Academic Standards

In order to continue in good standing, undergraduate students must maintain a 2.00 (C) average. All course grades in the major must be at the C- level or above. A student who fails to maintain these standards is placed on academic probation for one term. If grades do not improve during that term a student may be asked to withdraw from the program.

Graduate maternity students must master the content and clinical portions of each module in sequence in order to continue in this program. A grade average of B must be maintained in all other courses.

All graduate students must earn a B in each clinical course and a B average in theoretical courses. Registration in an advanced clinical course requires successful completion of the preceding clinical course. Any deviation from this policy requires written approval from the director of the program.

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*\*Failure to obtain a passing grade will be sufficient reason for asking a student to repeat the course or to resign. Students who fail a course but are permitted to remain in the program will be placed on academic probation for the term following the course failure.*

## Dean's List

During each academic term, undergraduate students who have earned an average of 3.3 (B+) or higher in 12 or more points of letter credit for the preceding term are placed on the Dean's List. Students who have received grades of D, F, INC, or ABS during the term are not eligible for consideration. Any student who has earned a B+ average but has failed to receive notification at the appropriate time of having been placed on the Dean's List should notify the Office of the Assistant Dean.

## Academic Discipline

The continuance of each student upon the rolls of the University, the receipt of academic credits, graduation, and the conferring of any degree or the granting of any certificate are strictly subject to the disciplinary powers of the University.

## Conduct

All members of the University community, its visitors and guests, are governed by the Rules of University Conduct, which apply to all demonstrations, including rallies and picketing, that take place on or at a University facility. It is the student's responsibility to be aware of all provisions, regulations, and procedures contained in the Rules. Copies are available in the Office of the University Senate, 406 Low Memorial Library.

## Honor Code

Academic and intellectual integrity are accepted principles in the nursing profession. An honor code, created and administered by the student body, is the formal acknowledgment of this understanding in the School. Each student is expected to abide by it.

## Fees

The following fees, prescribed by statute, are subject to change at the discretion of the Trustees.

Beginning with the academic year 1979-1980, University charges such as tuition and fees, residence halls, and board plans may be paid at the student's convenience during the term. The full amount of any charge may be paid when due without penalty, or payment may be made in installments. If partial payments are made, a finance charge of 1 percent a month is assessed on amounts not paid by the due date shown on the monthly bill. In either event, however, the student is required to sign a Retail Installment Credit Agreement at the time of registration which sets forth the full terms and conditions of payment. All charges must be paid by the end of the term.

If the student does not complete registration during the scheduled registration dates (see *Academic Calendar*) a prorated late fee will be imposed.

## Tuition

### *Undergraduate students:*

For all courses, per point	\$239.00
With the proviso that the fee for a full-time program in the autumn or spring, per term, is	2,865.00

*Graduate students:*

For all courses, per point	250.00
With the proviso that the fee for a full-time program in the autumn or spring, per term, is	3,005.00

**Health Service Fee**

For all full-time students

<i>Sophomores:</i>	Autumn term	\$30.00
	Spring term	30.00
<i>Juniors, seniors, and graduate students:</i>	Autumn and spring terms	255.00
Single		510.00
Married		510.00
Family		650.00

**Student Accident and Health Insurance and Hospital Insurance Premiums**

The following rates were in effect for the 1979-1980 academic year.

Student Accident and Health Insurance premium

<i>Sophomores:</i>	Autumn term	\$56.00
	Spring term	78.00

Hospital insurance premium

<i>Juniors, seniors, and graduate students:</i>	Per year (September 1 - August 31)	
Single		\$157.00
Family		376.00

The student health service fee contributes to the cost of operating the Student Health Service. Students are also required to be covered by a hospitalization plan. Sophomores pay the Student Accident and Health Insurance. Juniors, seniors, and graduate students pay the hospital insurance fee, which covers the annual premium of the Associated Hospital Service of New York. Participation in these programs is compulsory for all full-time students; students who already carry hospital insurance, however, and who show proof of comparable coverage at Registration, will be charged the health service fee only. Dependents of students may acquire hospital insurance coverage and are eligible to receive the benefits of the health service program upon payment of additional fees. Students should consult the Office of the Registrar, Room 1-138, Black Building, for further information on dependent coverage.

**Application Fees and Late Fees**

Application for admission	\$25.00
Late application, or late renewal of application, for a degree	25.00



## Late Registration Fees

	<i>Full-Time</i>	<i>Part-Time</i>
During late registration	\$25.00	\$25.00
Up to 4 weeks after late registration	50.00	35.00
4 to 8 weeks after late registration	75.00	45.00
8 to 12 weeks after late registration	100.00	55.00
Beyond 12 weeks after late registration	125.00	65.00

## Withdrawal and Adjustment of Fees

Any student wishing to withdraw from the University, who is in good academic standing and not subject to discipline, will always be given an honorable discharge. For those under twenty-one years of age, the Assistant Dean must first receive the written consent of their parent or guardian.

Any adjustment of the tuition that the student has paid is reckoned from the date on which the Registrar receives the student's written notification. The health service fee, application fees, late fees, and special fees are not subject to rebate. Up to and including the second Saturday after the first day of classes, tuition will be retained in the following amount:

Full-time study	\$50.00
Part-time study	25.00

After the second Saturday after the first day of classes in the term, the above amount is retained, plus an additional percentage of the remaining tuition (as indicated in the adjustment schedule below), for each week, or part of a week, of the term up to the date on which the student's written notice of withdrawal is received by the Registrar.

## Adjustment Schedule

	<i>Minimum Fees Retained</i>	<i>Percentage of Remaining Tuition Retained</i>
Second Saturday after first day of classes	\$25 or \$50	0
Week following second Saturday after first day of classes	25 or 50	10
Second following week	25 or 50	20
Third following week	25 or 50	30
Fourth following week	25 or 50	45
Fifth following week	25 or 50	60
Sixth following week	25 or 50	75
Seventh following week	25 or 50	90
Eighth following week	25 or 50	100 (no adjustment)

## Application or Renewal of Application for a Degree

Degrees are awarded three times a year—in October, January, and May. A candidate for any Columbia degree (except the doctoral degree) or for a certificate must file an application with the Registrar, 630 West 168th Street. In the 1980–1981 academic year, the last day to file for an October degree is August 1; for a January degree, October 31; and for a May degree, February 16. A late fee of \$25 will be charged after these dates and until the expiration of the late filing period for each conferral date (September 4 for October degrees, December 5 for



January degrees, March 30 for May degrees). Applications received *after* the late filing period will automatically be applied to the next conferral date.

If the student fails to earn the degree by the conferral date for which he or she has made application, the student may renew the application. A \$25 late fee will be charged for late filing of renewals of applications according to the same schedule as for original applications (see above).

## Requests for Transcripts

Transcripts may be requested by writing to the Office of the Registrar, Room 1-138, Black Building, 630 West 168th Street, New York, N.Y. 10032. *Official* transcripts must be sent by the University directly to an official address such as another university, a college, a business firm, or a government agency. However, a student may request an unofficial transcript stamped "Student Copy"). There is a charge of \$2 for each transcript requested except those which are sent between offices of Columbia University. Checks accompanying transcript requests should be made payable to Columbia University.

## Estimated Expenses

In addition to the tuition and fees given above the approximate cost for the course is as follows:

Room on Morningside Heights campus	
Sophomores (two terms)	\$1,400.00
Room on Health Sciences campus	
Juniors and seniors: (two terms)	\$1,500.00
Board plan (two terms)*	870.00
Books, per year	350.00
Transportation, per term	50.00–100.00
Uniforms	
Men	75.00
Women	85.00
Supplemental uniforms†	30.00
Miscellaneous expenses on entrance	
Orientation	30.00
Student Association dues, year book, etc.	20.00
Miscellaneous expenses for returning students (autumn term)	15.00
Approximate graduation expenses	100.00

The charges for room and board are not refundable after the first day of classes in each term.

The transportation expense listed above is an estimate of charges for public transportation between campus locations and to and from clinical practice sites.

Students are responsible for laundry and maintenance of uniforms and costs associated with this.

\*Fee provides scrip which can be spent as desired in the University dining halls. Meals are available Monday through Friday, excluding holidays and holiday periods. The meal plan is optional.

†Students must also provide a navy-blue or black tailored cloth coat for Community Health clinical experience. The cost of this is not included in this estimate.

## Financial Aid

Scholarships, loans, employment opportunities, and other sources of financial aid based on need are available to students while enrolled in the School of Nursing at Columbia University.

Funds are available through a variety of sources including alumni and friends of the School, foundations, government agencies, civic groups, and voluntary organizations. An annual benefit sponsored by a committee of parents, faculty wives, and friends of the School provides aid to several students each year.

The School is particularly concerned that no worthy student who meets its admission requirements should be denied a nursing education because of insufficient funds. However, financial aid depends upon a careful evaluation of all the resources available to the students and to the School.

## Financial Aid Administered by the School of Nursing

Financial aid for students accepted for admission or enrolled in the School is in the form of scholarships, grants, loans, and part-time employment.

Awards are made annually, primarily on the basis of financial need. Students are required to file a renewal application for each year.

Scholarships and grants carry no obligation for repayment.

Income from the following endowments provide for several partial scholarships:

VIVIAN B. ALLEN SCHOLARSHIPS

MARGARET E. CONRAD SCHOLARSHIPS

NELLIE ALDEN FRANZ SCHOLARSHIPS

ELEANOR LEE SCHOLARSHIPS

JANE MC ALLISTER SCHOLARSHIPS

BARRET MONTFORT SCHOLARSHIPS

SAMUEL J. MORITZ SCHOLARSHIPS

PRUDENTIAL INSURANCE COMPANY OF AMERICA SCHOLARSHIPS

DEAN SAGE SCHOLARSHIPS

MARY SENCINDIVER SPECHT SCHOLARSHIPS

FREDERICK STURGES JR., SCHOLARSHIPS

THE TEAGLE FOUNDATION SCHOLARSHIPS

M. LYNN WILLIAMS SCHOLARSHIPS

In addition the School receives annually several gifts from its alumni and organizations expressing an interest in preparation for health care careers. These include:

AETNA LIFE AND CASUALTY COMPANY SCHOLARSHIPS

THE ALUMNAE ASSOCIATION OF COLUMBIA UNIVERSITY—PRESBYTERIAN HOSPITAL SCHOOL OF NURSING, INC.

ANNUAL BENEFIT SCHOLARSHIP FUND

DAVISON-FORMAN FOUNDATION

RUDIN FOUNDATION

**SWITZER FOUNDATION****WOMAN'S FLORIST ASSOCIATION, INC.****METROPOLITAN LIFE FOUR-YEAR SCHOLARSHIP**

The Metropolitan Life Foundation has established a grant which provides for one full four-year scholarship and stipend to be awarded annually. The recipient will be determined on the basis of academic achievement, promise of success in the nursing program, and need.

**Application Procedures**

An applicant for financial aid must apply on the forms supplied by the School of Nursing. An application must be accompanied by the supporting data requested through the College Scholarship Service, a unit of the College Entrance Examination Board. Both forms may be obtained from the School of Nursing, Office of Financial Aid. *Incomplete applications will not be processed.*

**Application Deadline**

*Applications for financial aid must be filed by February 15.* Those filed after February 16 will only be considered for exceptional circumstances and if funds are still available.

**Alumnae Association Awards**

The Columbia University-Presbyterian Hospital School of Nursing Alumnae Association has two endowment funds of scholarships for advanced study in nursing. All School of Nursing alumni/alumnae are eligible to apply for this assistance.

**Department of Health and Human Services****DIVISION OF NURSING, PUBLIC HEALTH SERVICE****MATERNAL AND CHILD HEALTH SERVICE****NATIONAL INSTITUTES OF MENTAL HEALTH**

These agencies provide training grants for graduate study in nursing. The stipends provide for full cost of tuition and fees. Applicants must be recommended by the faculty of the School of Nursing. Additional funds for living expenses will be awarded, if available, on the basis of need. Eligibility for federal scholarships requires that the student carry a full academic program, i.e., 12 points.

**New York State Regents Scholarships and Grants**

The following are available for any student who has been a legal resident of New York State for the preceding year:

**REGENTS COLLEGE SCHOLARSHIPS**

Available yearly for a maximum of four years; may be applied both to college and to the junior and senior years in the School of Nursing.

**REGENTS SCHOLARSHIP FOR BASIC PROFESSIONAL EDUCATION IN NURSING**

Available yearly for a maximum of four years; may be applied only to time spent in the School of Nursing.

**REGENTS SCHOLARSHIPS FOR CHILDREN OF DECEASED OR DISABLED VETERANS**

Available yearly for a maximum of four years; may be applied both to college and to the junior and senior years in the School of Nursing.

**SCHOLAR INCENTIVE PROGRAM**

Awarded to graduate students. Grants depend on need. Eligible students must demonstrate a capacity to pursue a degree or be presently enrolled in college, and must maintain a satisfactory academic record.

**TUITION ASSISTANCE PROGRAM (TAP)**

Grants awarded to undergraduate students. Assistance is based on income, with awards ranging from \$200 to \$1,800 annually.

Further information and application forms may be obtained from the New York State Higher Education Services Corporation, Empire State Plaza, Tower Building, Albany, N.Y. 12255.

**Department of Education****Basic Educational Opportunity Grant (BEOG)**

This federal program provides grants to eligible first bachelor's degree students. Awards ranging in value from \$100 to \$1,800. Applications may be obtained locally or by writing to P.O. Box 84, Washington, D.C. 20044.

**Loans****State Loans (Federally Guaranteed Loan Program)**

Legal residents of the State of New York who are degree candidates are eligible to apply for loans guaranteed by the New York Higher Education Services Corporation. Interest on these loans is not charged while students are enrolled. Interest, charged at the rate of 7 percent, and repayment of principal begin nine months after a student ceases to be registered at least half-time.

Eligible students pursuing a B.S. degree may borrow up to \$2,500 annually, with a maximum cumulative limit of \$7,500. Eligible students pursuing a M.S. degree may borrow up to \$5,000 annually with a maximum cumulative limit of \$15,000 for graduate education.

Residents of other states may participate in similar loan plans administered through their state's higher education assistance agency.

Applications and further information may be obtained through local banks.

**Nursing Loans**

Under the Nurse Training Act of 1971, eligible undergraduate and graduate students may borrow up to \$2,500 each calendar year, depending on the availability of funds. Interest and repayment begin nine months after the student has completed the program of study.

The federal government has established a program designed to repay all loans that a student acquires to pay for a nursing education. Under this program, the government will repay 60 percent of the balance of all of the educational loans upon completion of two years of continuous full-time practice in an area determined by the government to have a shortage of and need for persons trained as nurses. Eighty-five percent will be repaid for three years of continuous service.

Loans are administered through Columbia University. They are usually awarded on November 15 to help meet spring-term costs. Forms may be obtained from the School of Nursing, Office of Financial Aid, in early September.

Information on private foundation sources of loan funds may be obtained through the School of Nursing.



## Student Employment

### College Work Study

The Work-Study Program, authorized by the Higher Education Act of 1965, is administered by the United States Office of Education. The work may be within a college or university or for a public or private nonprofit organization. Students may work a maximum of twenty hours per week during the academic year and up to forty hours per week during vacation periods under this program.

On-campus employment includes almost any kind of work that is useful to the university. Some students may work on the campus grounds; others may serve as faculty aides or as laboratory or library assistants. Off-campus employment includes jobs in health, welfare, recreation, and other nonprofit, public-interest community projects. For example, students may be employed as aides to teachers, as tutors, or as aides in youth activity centers, daycare centers, or neighborhood service centers.

Students may apply in August, or anytime thereafter. Eligibility forms may be obtained from the Financial Aid Office. All jobs are posted at the Student Employment Office in Lewisohn Hall on the Morningside campus.

### Clinical Workshops

Students who have completed their junior year are eligible to participate in this program. Subject to availability, Presbyterian Hospital will hire these students as nursing assistants in certain of its clinical patient settings. Hours are generally limited to ten each week during the academic year and twenty to thirty-five hours during the summer. Students may also be employed as practical nurses upon completion of prerequisite courses and the passing of the Practical Nurse Licensure Examination.

Licensed professional nurses enrolled in the program may secure employment at the Columbia-Presbyterian Medical Center, or in neighboring hospitals on a part-time or per diem basis.

## Living Arrangements

Anna C. Maxwell Hall is located at 179 Fort Washington Avenue, overlooking the Hudson River. It is a coeducational residence hall for upperclassmen and graduate students. Maxwell Hall connects by underground passage with most of the other buildings on the Health Sciences campus. Reception rooms and recreational facilities, including a swimming pool, are located in the building. Each student occupies a single room.

Students may live outside a residence hall if they are over eighteen years of age or have written parental consent. Students who live in the residence halls have the option to subscribe to a board plan. All students who contemplate moving from the residence must give notice in writing to the Office of Student Affairs, 179 Fort Washington Avenue, before the beginning of the next term.

## Dining Services

### Health Sciences Campus

Columbia University maintains dining services in Bard Hall on the Health Sciences campus. The facility is open to all students on a cash basis, and also offers a prepaid voluntary board plan. Bard Hall also is available for catered meal service.

Board plan information may be obtained after July 1 from Dining Services, 118 Livingston Hall, Columbia University, New York, New York 10027.



## Morningside Campus

Dining services are available at two principal locations, John Jay and Johnson Halls, in addition to several auxiliary operations on the Morningside campus, and are open on a cash or prepaid board plan basis.

Board plan information may be obtained after July 1 from Dining Services, 118 Livingston Hall, Columbia University, New York, New York 10027.

## Student Health Service

Emphasis is placed on the importance of healthful living and the particular significance of this to the nurse as a person and as a health teacher. Through individual and group conferences, as well as student committees of the Student Association, health practices and student activities are carefully considered. Every effort is made to maintain a positive approach to the individual's responsibility for his or her own well-being, both emotional and physical.

The health of the student is closely supervised. Physical examinations are made at regularly scheduled periods and at other times, when necessary, by the physicians of the University Health Services; laboratory investigations are made when indicated. Chest x-ray or tuberculin tests, or both, are done semi-annually.

Students are required to have complete immunization against typhoid, tetanus, smallpox, poliomyelitis, and measles before entering the School. Periodic booster immunizations are given.

Sophomores use the University Health Service, 300 John Jay Hall, on the Morningside campus. Juniors, seniors, and graduate students use the Student Health Service, on the street level of Bard Haven Tower 1 (60 Haven Avenue).

All students must carry hospitalization insurance; evidence of such insurance must be presented at registration. Associated Hospital Service of New York insurance (Blue Cross) may be purchased (by upperclassmen and graduate students) through the School. Student Accident and Health insurance may be purchased (by sophomores) through the School. (See *Fees*.) Cost of illness, beyond reasonable limits of outpatient care, and beyond the student's insurance coverage, must be met by the student. The expenses of dental care, eye refraction, continuing psychiatric care, and care of pre-existing conditions must be borne by the student.

## Student Activities

All undergraduate students belong to the Student Association which is governed by an Executive Board. Students also have representation on the University Senate.

The Honor System, which pertains to academic and other aspects of student life, is one of the major responsibilities of the Student Association. All students accept responsibility for maintaining a strong sense of individual and group honor.

A variety of social and cultural activities are organized under the auspices of the Executive Board, including lectures, workshops, and parties.

Students are encouraged to participate in the activities held on the Morningside campus at McIntosh Center (Barnard) and Ferris Booth Hall (Columbia College). These student centers contain bowling alleys, Ping-Pong facilities, and snack bars. There are, as well, tennis courts and a pool on the Health Sciences campus.

On both the Morningside and the Health Sciences campuses there are opportunities for students who wish to become involved in community affairs.

## Foreign Students

The staff of the Office of the Foreign Student Adviser, 208 Lewisohn Hall, provides advice and counseling to foreign students on such matters as housing, personal and financial

problems, and regulations of the United States Immigration and Naturalization Service (visas, extensions of stay, work permission, temporary departure from the United States, transfer from Columbia to another school, termination of study). Information about the various foreign student clubs at Columbia and about opportunities to attend conferences, travel in the United States, and participate in community and cultural activities may be obtained from this Office. Maps of New York City and discount tickets to plays are available.

The staff of the Office of Foreign Student Admissions, 208 Lewisohn Hall, provides information and counseling on University admission, advanced standing, English proficiency examinations, and academic placement.

## **National Honor Society of Nursing**

In 1964 the Alpha Zeta Chapter of Sigma Theta Tau, the National Nursing Honor Society, was established in the School of Nursing. Membership is by invitation and the selection of graduate and undergraduate students is based on a high standard of performance in the program and on evidence of leadership potential.

## **Awards and Prizes**

### **THE ALPHA ZETA CHAPTER OF SIGMA THETA TAU AWARD**

An award for excellence presented to a member of the graduating class who best exemplifies the principles of Sigma Theta Tau and the high ideals of the nursing profession.

### **THE MARGARET ELIOT PRIZE**

Given in honor of a former Director of Nursing by her sister, Mrs. William A. Forbes, and awarded to the senior nursing student who most nearly combines professional competence, capacity for leadership, and wholehearted compassion for patients.

### **THE JACKSON PRIZE FOR EXCELLENCE IN NURSING CARE OF THE ACUTELY ILL SURGICAL PATIENT**

Awarded to a member of the graduating class who has demonstrated interest, achievement, and professional competence in the care of acutely ill surgical patients. The award is given by an alumna and former faculty member of the School of Nursing, and her husband.

### **THE SISTER JOSEPH IGNATIUS PRIZE**

Named for a nurse who is making a major contribution to the care of people. It is awarded to the senior nursing student who best combines a sound knowledge-base with compassion and technical competence in the care of the orthopedic patient. The award is given by an alumna of the School of Nursing.

### **THE ROSE DRISCOLL AWARD**

Given annually as an incentive to a student beginning his/her senior year in the baccalaureate program in nursing, who has demonstrated pride in becoming part of the nursing profession and is striving toward high ideals in his/her own practice and behavior.

### **THE CATHERINE C. CHESNEY AWARD**

Given annually to a student concluding his/her junior year who has demonstrated, in addition to proficiency in the technical skills of nursing, those distinctive humane qualities which are essential dimensions of patient care. This award is given by the family of the late Ezra M. Stiles in honor of Miss Catherine C. Chesney who, during her sickroom care for Mr. Stiles, exemplified the sensitivity and compassion so vital to the healing process, which this award recognizes.

### **THE SHAFER PRIZE IN NURSE-MIDWIFERY**

Awarded to a member of the graduating class who best exemplifies willingness to consider alternative approaches to providing care for child-bearing families, sensitivity to the special needs of child-bearing women, and provision of family-centered care for all people.

## Graduation

At the Commencement exercises of the University the degree of Bachelor of Science or Master of Science is conferred upon students who have fulfilled the respective requirements of the School of Nursing. Degrees are awarded in October, January, and May (see under *Fees—Application or Renewal of Application for a Degree*).

The state license to practice nursing (R.N.) entitles the graduate to membership in the American Nurses Association, the National League for Nursing, and other professional organizations.

## Qualifications for Practice

In most states it is necessary for a nurse to be licensed in order to practice nursing. Graduates of the School of Nursing are eligible for licensure in all states. Licensure is obtained through satisfactory performance on the licensing examination prescribed by the state. The nurse then registers the license and is known as a Registered Nurse (R.N.). Licensure in one state entitles a qualified holder to licensure by endorsement in other states.

Graduates of the master's degree program in maternity nursing-nurse-midwifery are eligible to take the National Certification Examination in nurse-midwifery offered by the American College of Nurse-Midwifery.

Graduates of the master's degree program in pediatric nursing are eligible to take national certification examinations for pediatric nurse practitioners.

Final admissions materials will be sent upon receipt of the application fee. Please print or type: School of Admissions, School of Nursing, 179 Fort Washington Avenue, New York, New York 10032. PLEASE PRINT OR TYPE:

(DETACH HERE)

**SCHOOL OF NURSING**

**COLUMBIA UNIVERSITY**

**OFFICE OF ADMISSIONS**

Complete and return with check or money order for \$25 made payable to COLUMBIA UNIVERSITY to: Office of Admissions, Columbia University, School of Nursing, 179 Ft. Washington Ave., New York, New York 10032. The application fee is not refundable.

Application for Admission for September 19\_\_\_\_, Part I

(Check one)

BACCALAUREATE DEGREE

MASTER'S DEGREE

☐ Jr. Trans.

☐ Grad. Nurse

Please specify below the program to

*Full Time* \_\_\_\_

which you are applying:

*Part Time* \_\_\_\_

Mr.

Miss

Mrs.

Last

First

Middle

Soc. Sec. No. \_\_\_\_

Present Address

Street

Telephone (\_\_\_\_) \_\_\_\_

City

State

Zip

Telephone—work (\_\_\_\_) \_\_\_\_

Permanent Address

City

State

Zip

Telephone (\_\_\_\_) \_\_\_\_

Date of Birth \_\_\_\_/\_\_\_\_/\_\_\_\_

U.S. Citizen? \_\_\_\_

Other \_\_\_\_

Last School Attended

Degree \_\_\_\_ Year \_\_\_\_

For office use only

Applicant Name

Acc PWL WL R INC D WD DP RN F S J C M

**PLEASE  
PRINT OR  
TYPE**

Applicant Name \_\_\_\_\_  
Last First Middle  
For Graduate Nurses only: License No. \_\_\_\_\_ State \_\_\_\_\_ Date Rec. \_\_\_\_/\_\_\_\_/\_\_\_\_

All Applicants: ☐ PARENT ☐ GUARDIAN ☐ SPOUSE  
Last First Middle

Address \_\_\_\_\_  
Street City  
State Zip Telephone (\_\_\_\_) \_\_\_\_\_

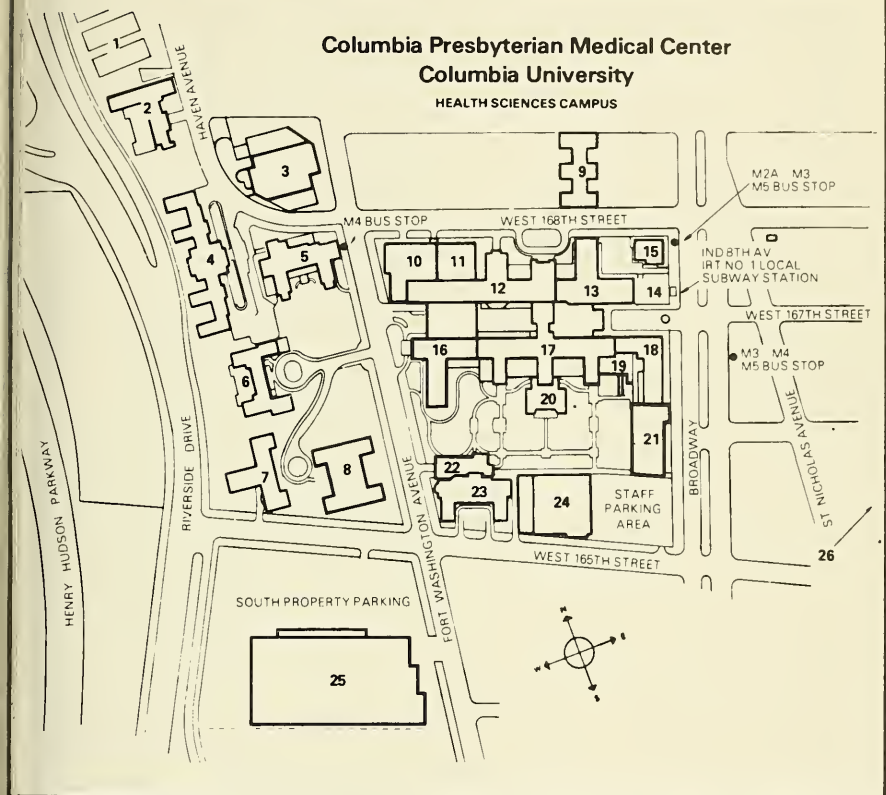
### For Office Use Only

Fee \_\_\_\_\_ HST \_\_\_\_\_ SAT V \_\_\_\_\_ M \_\_\_\_\_  
Int. \_\_\_\_\_ CT \_\_\_\_\_ ACH. \_\_\_\_\_  
HC \_\_\_\_\_ GRE V \_\_\_\_\_ M \_\_\_\_\_  
TR \_\_\_\_\_ MAT \_\_\_\_\_  
PR \_\_\_\_\_ GSAE Rdg. \_\_\_\_\_ C.&S. \_\_\_\_\_ CEE \_\_\_\_\_  
Math \_\_\_\_\_

A  
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MDN \_\_\_\_\_  
MDN \_\_\_\_\_



# Columbia Presbyterian Medical Center Columbia University HEALTH SCIENCES CAMPUS



- |   |  |   |
|---|--|---|
| 1 Alumni Auditorium<br>Augustus Long Library<br>Dana W. Atchley<br>Pavilion | 13 School of Dental and Oral<br>Surgery                                | 6 Anna C. Maxwell Hall,<br>School of Nursing<br>Residence   |
| 1 The Babies Hospital   | 9 Georgian Nurses<br>Residence   | 5 The Neurological Institute<br>of New York   |
| 2 Babies Hospital Research,<br>Teaching, and Office<br>Addition             | 22 Edward S. Harkness Eye<br>Institute                                 | 6 School of Nursing   |
| Bard Hall Medical Student<br>Residence                                      | 23 Eye Institute Research<br>Laboratories                              | 25 Parking facilities   |
| Bard Haven Towers   | 7 Harkness Memorial Hall   | 17 Presbyterian Hospital<br>New York Orthopedic<br>Hospital<br>Sloane Hospital for<br>Women<br>Squier Urological Clinic |
| 1 William Black Medical<br>Research Building                                | 16 Harkness Pavilion   | 4 New York State<br>Psychiatric Institute   |
| Cancer Center/Institute of<br>Cancer Research                               | 20 Pauline A. Hartford<br>Memorial Chapel                              | 4 Psychoanalytic Clinic   |
| Central Service Building  | 3 Julius and Armand<br>Hammer Health Sciences<br>Center                | 15 School of Public Health  |
| College of Physicians and<br>Surgeons                                       | 3 Institute of Human<br>Nutrition                                      | 19 Radiotherapy Center  |
| Center for Community<br>Health Systems                                      | 2/12 International Institute for<br>the Study of Human<br>Reproduction | 13 Vanderbilt Clinic  |
|   |  | 14 Vanderbilt Clinic Addition   |



The Faculty of Medicine  
SCHOOL OF NURSING

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# Columbia University Bulletin

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1981-1982

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The Faculty of Medicine  
School of Nursing

# Columbia University Bulletin

*Columbia University  
Bulletin, School of Nursing*

Baccalaureate Program in Nursing  
Master's Program in Clinical Nursing

**1981-1982**



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# Academic Calendar, 1981–1982

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## Major Religious Holidays

*See Registration, Expenses, and Other Information*—Attendance and Length of Residence for a statement of University policy regarding religious holidays.

## 1981

A **late fee** must be paid by students who apply or reapply **after Monday, August 3**, for all degrees to be awarded in October.

A **late fee** must be paid by students allowed to register **after Friday, September 4**.

A **late fee** must be paid by students who apply or reapply **after Friday, November 6**, for all degrees to be awarded in January.

### AUGUST

3 Monday. Last day to apply or reapply for all October degrees (see September 10).

### SEPTEMBER

3 Thursday. Orientation for junior and graduate students.

3–4 Thursday–Friday. Registration for the autumn term.

7 **Monday. Labor Day. Holiday.**

8 Tuesday. Autumn term classes begin.

10 Thursday. Last day to file *late* application for October degrees.

14 Monday. First day to change programs and to apply to audit courses.

18 Friday. Last day to change programs and to apply to audit courses. **No adjustments of fees for individual courses dropped after this date.**

### OCTOBER

28 Wednesday. Award of October degrees.

### NOVEMBER

2 Monday. Academic holiday.

3 **Tuesday. Election Day. Holiday.**

6 Friday. Last day to apply or reapply for January degrees (see December 11).

19 Thursday. Last day to drop courses.

26–29 **Thursday–Sunday. Thanksgiving holidays.**

### DECEMBER

11 Friday. Last day to file *late* application for January degrees.

14 Monday. Last day of classes.

## DECEMBER

- 15 Tuesday. Study day.
- 16-23 Wednesday-Wednesday. Examination period.
- 23 Wednesday. Autumn term ends.
- 24 **Thursday, through January 20, 1982, Wednesday. Winter holidays.**

## 1982

A **late fee** must be paid by students allowed to register **after Friday, January 22.**

A **late fee** must be paid by students who apply or reapply **after Monday, February 22**, for all degrees to be awarded in May.

## JANUARY

- 4 Monday. Nurse Anesthesia Residency begins.
- 21-22 Thursday-Friday. Registration for spring term.
- 25 Monday. Spring term classes begin.
- 27 Wednesday. Award of January degrees.
- 28 Thursday. First day to change programs and to apply to audit courses.

## FEBRUARY

- 3 Wednesday. Last day to change programs and to apply to audit courses. **No adjustment of fees for individual courses dropped after this date.**
- 15 **Monday. Washington's Birthday observed. Academic holiday.**
- 22 Monday. Last day to apply or reapply for May degrees (see April 1).

## MARCH

- 7 Sunday. Annual Commemoration Service in St. Paul's Chapel.
- 14-21 **Sunday-Sunday. Spring holidays.**
- 25 Thursday. Last day to drop courses.

## APRIL

- 1 Thursday. Last day to file *late* application for May degrees.

## MAY

- 5 Wednesday. Last day of classes.
- 6 Thursday. Study day.
- 7-14 Friday-Friday. Examination period.
- 14 Friday. Spring term ends.
- 16 **Sunday. Baccalaureate Service.**
- 19 **Wednesday. Conferring of degrees.**
- 21 Friday. Registration for summer session.

**MAY**

24 Monday. Classes begin, for the eight-week and twelve-week summer sessions.

31 **Monday. Memorial Day observed. Holiday.**

**JULY**

16 Friday. Eight-week summer session ends.

**AUGUST**

13 Friday. Twelve-week summer session ends.

27 Friday. Nurse Anesthesia Residency ends.

# Officers of Administration

---

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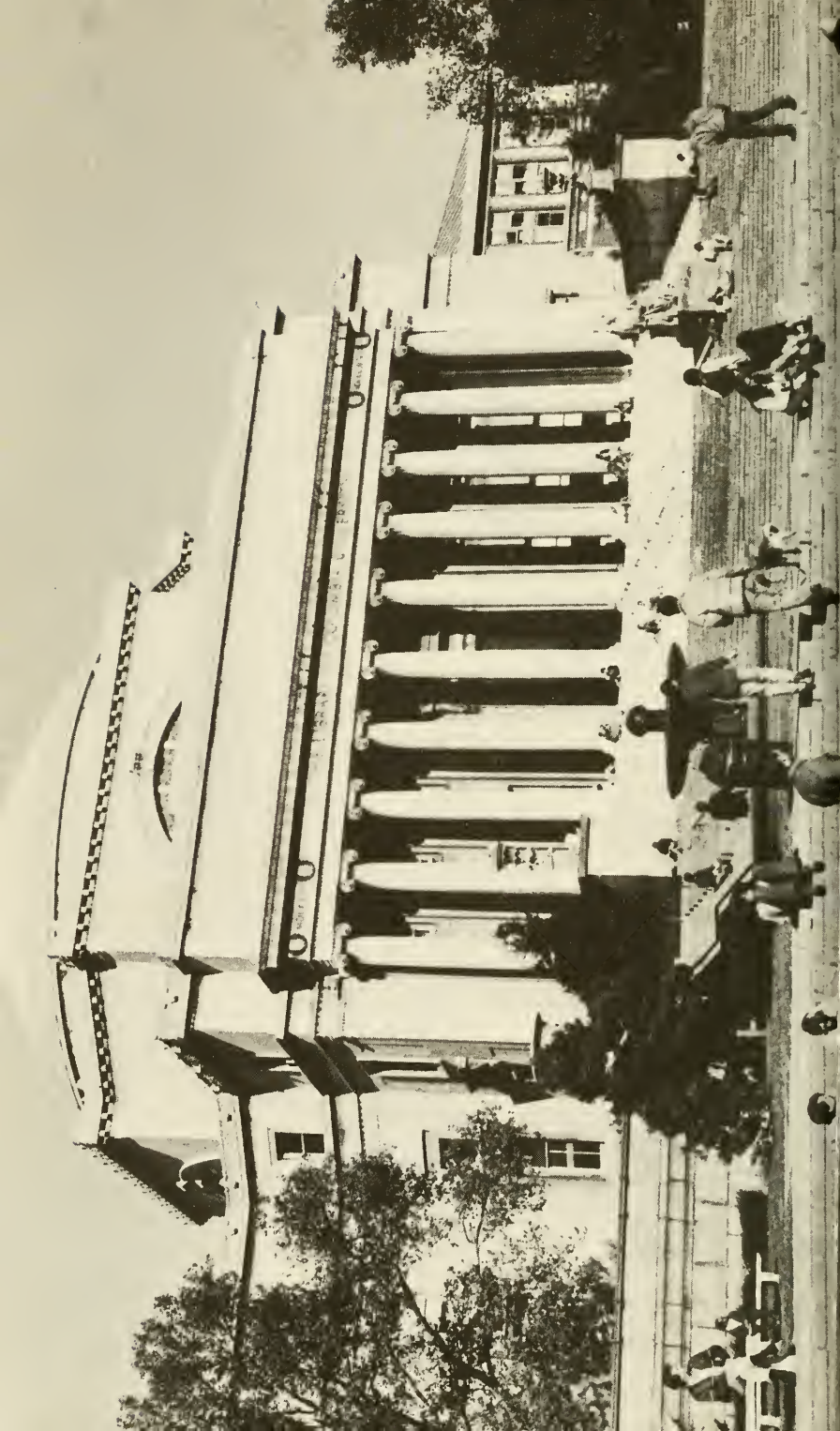
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B.A., Mt. Holyoke, 1956; M.Ed., Columbia, 1966; Ed.D., 1973; Graduate, Hartford Hospital  
School of Nursing, 1958

MELANIE C. DREHER. *Assistant Professor of Nursing*  
B.S., Long Island, 1967; Ph.D., Columbia, 1977

LOIS ACKERMANN GRAU. *Assistant Professor of Nursing in Public Health*  
B.S.N., Marquette, 1968; M.S., Wisconsin (Milwaukee), 1976; Ph.D., 1979

MURIEL F. KNEESHAW. *Assistant Professor of Nursing*  
B.S.N., Western Ontario, 1966; M.Ed., Columbia, 1971; Ed.D., 1981; Graduate, Atkinson  
School of Nursing-Toronto Western Hospital, 1960

SMRITI PANWAR. *Assistant Professor of Nursing*  
B.S.N., Delhi (India), 1953; M.S.N., Boston, 1966; M.Ed., Columbia, 1974; Ed.D., 1977;  
Graduate, University of Delhi College of Nursing, 1953

## Officers of Instruction from Other Departments of the University

### The Basic Medical Sciences

HAROLD S. GINSBERG, M.D. *Borne Professor of Microbiology; Chairman, Department of  
Microbiology*

\*Certified Child Psychiatric Nurse Specialist

†Certified Psychiatric Nurse Specialist

BRIAN F. HOFFMAN, M.D. *Hosack Professor of Pharmacology; Chairman, Department of Pharmacology*

JOHN V. TAGGART, M.D. *Dalton Professor of Physiology; Chairman, Department of Physiology*

## Dental and Oral Surgery

ALLAN FORMICOLA, D.D.S., M.S. *Professor of Dentistry; Dean (Faculty of Dental and Oral Surgery)*

## Dermatology

LEONARD C. HARBER, M.D. *Professor of Dermatology; Chairman, Department of Dermatology*

## Medicine and Surgery

THOMAS Q. MORRIS, M.D. *Professor of Medicine; Acting Chairman, Department of Medicine*

KEITH REEMTSMA, M.D. *Valentine Mott Professor and Johnson & Johnson Distinguished Professor of Surgery; Chairman, Department of Surgery*

ROBERT B. HIATT, M.D. *Professor of Surgery*

## Neurology

LEWIS P. ROWLAND, M.D. *Moses Professor of Neurology; Chairman, Department of Neurology*

## Obstetrics and Gynecology

RAYMOND L. VANDE WIELE, M.D. *Rappleye Professor of Obstetrics and Gynecology; Chairman, Department of Obstetrics and Gynecology*

MEREDITH F. SIRMANS, M.D. *Assistant Professor of Clinical Obstetrics and Gynecology*

## Ophthalmology

CHARLES J. CAMPBELL, M.D. *Edward S. Harkness Professor of Ophthalmology; Chairman, Department of Ophthalmology*

## Orthopedic Surgery

ALEXANDER GARCIA, M.D. *Stinchfield Professor of Clinical Orthopedic Surgery; Acting Chairman, Department of Orthopedic Surgery*

## Pediatrics

MICHAEL KATZ, M.D. *Carpentier Professor of Pediatrics; Professor of Public Health (Tropical Medicine); Chairman, Department of Pediatrics*

BRUCE BEEBER, M.D. *Instructor in Clinical Pediatrics*

## Psychiatry

EDWARD J. SACHAR, M.D. *Kolb Professor of Psychiatry*

HARLOW D. DUNTON, M.D. *Professor of Clinical Psychiatry*

SIDNEY MALITZ, M.D. *Professor of Clinical Psychiatry; Acting Chairman, Department of Psychiatry*

IVAN GOLDBERG, M.D. *Associate in Clinical Psychiatry*

## Psychology

STANLEY SCHACHTER. *Robert Johnson Niven Professor of Social Psychology (Faculty of the Graduate School of Arts and Sciences, in the Natural Sciences)*

RICHARD CHRISTIE. *Professor of Social Psychology (Faculty of the Graduate School of Arts and Sciences, in the Natural Sciences)*

## Public Health

JOHN H. BRYANT, M.D. *DeLamar Professor of Public Health*

MERVYN W. SUSSER, M.D., B.Ch. *Sergievsky Professor of Public Health (Epidemiology)*

W. HENRY SEBRELL, JR., M.D. *Special Lecturer in Public Health Nutrition*

GLORIA L. A. DAMMANN. *Special Lecturer in Public Health Nursing*

## Administrative Staff

SUSAN E. ALEXION, M.B.A. *Departmental Administrator*

GEORGE SUSKO, B.A. *Associate Registrar of the University*

ROSEMARY L. ASH, M.A. *Director of Student and Alumni Affairs*

ELIN B. OZDEMIR, M.A. *Director of Admissions*





# Affiliated Institutions and Agencies

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## **Presbyterian Hospital**

*Vice President for Nursing:* Martha E. Haber

*Associate Director: Nursing Administration:* Dorothy O'Sullivan

*Associate Director: Division of Education:* Catherine Boyer

*Associate Directors of Nursing Service:* Margaret Harrington, Jane F. McConville, Dorothy O'Sullivan, Ruth A. Rayner

## **St. Luke's-Roosevelt Hospital Center**

*Vice President for Nursing:* Lenore Appenzeller

*Associate Vice Presidents for Nursing:* Irene McEachen, St. Luke's site; Helen Van Shea, Roosevelt site

*Director of Education:* Geraldine Allerman

## **New York State Psychiatric Institute**

*Director of Nursing (Acting):* Grace De Vierno

## **Harlem Hospital Center**

*Director of Nursing:* Margaret Rookard

## **Visiting Nurse Service of New York, Inc.**

*Executive Director:* Anne-Marie Thom

*Director of Education:* Ione Carey

## **Bureau of Public Health Nursing, New York City Department of Health**

*Director:* Margaret O'Brien

*Associate Director:* Marjorie Avery

## **Community League of West 159th Street**

*Director:* Lucille Bulger

## **Maternity Center Association**

*Director:* Mrs. Ruth W. Lubic



# The School of Nursing

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In 1935 the College of Physicians and Surgeons of Columbia University assumed responsibility for the educational programs of the School of Nursing of the Presbyterian Hospital, and in 1937 the University established the Department of Nursing of the Faculty of Medicine. In 1974 the Department of Nursing became the School of Nursing of the Faculty of Medicine of Columbia University.

The School of Nursing was founded in 1892 by the Board of Managers of the Presbyterian Hospital. Anna C. Maxwell, R.N., M.A., the first director of the School, established the plans for administration and instruction and guided them for thirty years. Her contribution has had a lasting effect and has added to the dignity and importance of the School and the nursing profession. More than seven thousand nurses have been graduated since the School was opened.

The hospital's interest in teaching was further demonstrated by its provision of clinical education to the medical students of the College of Physicians and Surgeons of Columbia University. This led to a permanent affiliation between the two institutions in 1921. The establishment of the Department of Nursing marked another step in the integration of the University and the hospitals at the Columbia-Presbyterian Medical Center.

In 1946 the Department of Nursing was authorized to offer a graduate program to prepare clinical nursing specialists. At present, specialist preparation is offered in eight clinical majors.

Two other famous hospitals, the St. Luke's Hospital Center and the Roosevelt Hospital, have had a long history of affiliation with Columbia University and in 1971 became full University hospitals. It is interesting to note that Anna C. Maxwell was the director of the nursing school at St. Luke's before becoming the director of the school at the Presbyterian Hospital.

In 1969 the administrations and faculties of the above named hospitals and schools of nursing and the Department of Nursing voted to participate in a four-year baccalaureate program to be offered by the Department of Nursing. Combining the resources and facilities of the three schools with those of the University as a whole, it was agreed, would greatly extend the available opportunities for learning. The Committees on Instruction of Barnard College and of the School of General Studies at Columbia University agreed to provide the liberal arts curriculum for the program. While Barnard College has traditionally educated students immediately out of high school, the School of General Studies has served adults returning to degree programs, offering unique opportunities to older students with new career goals. With the approval of Columbia University, the inception of the four-year baccalaureate program was announced in November 1972. The relationships established through this latter development continue although program changes have taken place and the School no longer admits freshman students.

Underlying the construction of the programs offered by the School of Nursing is the view that nursing is a performing art, one which is dedicated to the health of people. It is an applied science, based on biological, physical, and behavioral disciplines. By acquiring knowledge of the art and science of nursing, and learning to put this knowledge into practice, the nurse fulfills the goals of providing comfort with compassion, promoting the optimal level of health, and acting effectively during periods of illness.

If man is to realize his ideal of good health, there must be a fusion of the art and the science of nursing, and the result of this combination must be made available to individuals and communities throughout the entire world.

The School of Nursing prepares men and women to practice as individuals and with members of other disciplines. The baccalaureate program enrolls students who wish to begin the study of nursing as well as those already registered nurses who wish to deepen and broaden their knowledge through general college work and nursing on the senior college level. The graduate program affords nurses the opportunity to increase their knowledge and skills in special health care fields.



The School offers the following programs of study:

- an undergraduate program, which leads to the baccalaureate;
- a graduate program that leads to the M.S. degree; clinical specialization is possible in acute care of adults and children, adult primary care, gerontology, nurse anesthesia, nurse-midwifery, pediatric primary care, pediatric pulmonary care, perinatal, and psychiatric-community mental health: adult and child.
- a joint degree program with the School of Public Health leading to the M.S. and M.P.H. degrees.

All programs are accredited by the National League for Nursing. The School of Nursing is a member of the Department of Baccalaureate and Higher Degree Programs of the National League for Nursing.

The graduate major in nurse-midwifery is accredited by the American College of Nurse-Midwives and the graduate major in nurse anesthesia is accredited by the Council on Accreditation of Educational Programs of Nurse Anesthesia.

## Philosophy

The Faculty of the School of Nursing, in accord with Columbia University, believes that in a dynamic society, education for membership in a profession includes the development not only of expertise in a field but also of social awareness. The professional nurse with a liberal education thinks critically, exercises technical competence, and makes socially significant and personally satisfying contributions to society. Nursing has the role and responsibility before society to establish and maintain therapeutic relationships that support and restore health and well-being. The professional nurse has the ability to diagnose and treat human responses to actual or potential health problems and to provide preventive health services to individuals and groups in a variety of settings.

The Faculty believes in the integrity and worth of all human beings. Each person is an individual with unique characteristics and behavior. Although not completely understood, a human being is viewed as an integrated whole, evolving through time, in constant interaction with a complex environment. The Faculty recognizes that people throughout the life cycle have specific physical, biological, psycho-social, and spiritual needs which they strive to keep in harmony.

The Faculty of the School of Nursing believes that people as rational, sentient beings have the right to self-determination and participation in decision making in health and illness. The professional nurse has a responsibility to provide health education to assist individuals in effective participation in their care and treatment. The Faculty further believes that health care is a right of all, and that nurses should engage in political and societal activities supportive of this belief, and should serve as client advocates in the health-care system.

The professional nurse is viewed both as a responsible health-care provider accountable for the quality of practice and as a change agent in the health-care delivery system. Nursing seeks to advance its contribution through research and through collaboration with other health professionals. Well-developed leadership abilities are inherent in professional nursing practice. The nurse acts independently and interdependently.

The Faculty accepts the obligation to provide knowledge, to stimulate learning, to serve as resource persons, to be innovators in nursing, and to contribute to the development of human values. The Faculty recognizes that interests and abilities vary, and seeks to provide flexibility in the curriculum in order to facilitate the optimal development of each learner's potential. Learning is viewed as a lifelong process and learners are considered to be self-directed and accountable for their performance.

The programs of the School of Nursing reflect this philosophy. The undergraduate program develops the competence required for general professional nursing practice and provides a



firm educational base for graduate study. The graduate program advances nursing competence by extending and deepening knowledge and practice within a specific clinical specialty.

## Teaching Facilities

### Morningside Campus

The Morningside campus, centered at 116th Street and Broadway, occupies several acres of urban property. Here are located the principal educational resources of a great university, and extending beyond the campus are the cultural resources of a great city. (See the map of the Morningside campus and its environs.)

*Barnard College* was incorporated in the educational system of Columbia University in 1900. Today it has a teaching staff of almost two hundred men and women: outstanding scholars whose primary concern is the education of undergraduate students at the College. For those majoring in nursing the new facilities for studies in the sciences are of particular interest. The fourteen stories of Altschul Hall, dedicated in 1969, are devoted primarily to the sciences, and laboratory work is conducted with the most modern equipment.

*The School of General Studies* is the coeducational undergraduate liberal arts college for adults at Columbia University. The School offers over five hundred liberal arts courses. Classes are held throughout the day and in the evening and are taught by regular faculty members of the University and a small number of outside specialists. The School draws on the University libraries, laboratories, and other educational facilities. Its own administrative offices, student facilities, and seminar and classrooms are located in Lewisohn Hall.

*St. Luke's Hospital Center* was established in 1850 and has been located on Morningside Heights, adjacent to the main Columbia campus, since 1896. St. Luke's Hospital and Woman's Hospital comprise the Hospital Center. Its facilities include 749 beds, 45 of which are for pediatric cases. There are four major and eleven specialty services. St. Luke's Hospital has maintained a teaching affiliation with the University since 1947 and in 1971 became a full University hospital.

### Health Sciences Campus

The divisions of the Faculty of Medicine of Columbia University (the College of Physicians and Surgeons, the School of Nursing, Programs in Physical Therapy and Occupational Therapy, the Institute of Human Nutrition, the School of Public Health, Center for Continuing Education in the Health Sciences, Psychoanalytic Center for Training and Research) and the Faculty of Dental and Oral Surgery are located on the Health Sciences campus, which comprises about twenty acres extending from West 165th Street to West 168th Street and from Broadway to Riverside Drive. (See the map on the inside back cover.)

The facilities of the Faculty of Medicine include amphitheatres, classrooms, laboratories, a multimedia center, and a biomedical communication center, the Augustus Long Library.

Affiliation agreements exist between Columbia University and the Presbyterian Hospital and its subdivisions—The Squier Urological Clinic, the Edward S. Harkness Eye Institute, Sloane Hospital for Women, Vanderbilt Clinic (the outpatient department), Babies Hospital, Neurological Institute, and the New York Orthopedic Hospital. The Columbia-Presbyterian Medical Center consists of the foregoing units and the New York State Psychiatric Institute and the Washington Heights Health and Teaching Center (headquarters of an administrative district of the New York City Department of Health).

## Off-Campus Units

*The Roosevelt Hospital* was founded in 1869. It contains 595 beds and 58 bassinets. There are over eighteen thousand admissions and approximately two hundred thousand clinic visits annually. The hospital is engaged in many research and teaching activities. It has been affiliated with the University since the early years of the century, and in 1971 became a full University hospital.

*Off-campus community health and welfare agencies* which provide exceptional learning experiences include the Visiting Nurse Service of New York, the Bureau of Public Health Nursing of the Department of Health of the City of New York, the Maternity Center Association, Harlem Hospital, Isabella Geriatric Center, and selected school health and occupational health services.

## Libraries

*The Columbia University libraries* on Morningside Heights, containing over four million volumes, are open to all students. The main collection is housed in *Butler Library*, and special and departmental collections are located in other buildings on the campus. They include collections on biology, chemistry, engineering, physics, psychology, sociology, and other subjects related to nursing.

*The Wollman Library* of Barnard College contains over 119,000 volumes. This collection of carefully selected books is designed to cover the liberal arts curriculum requirements as well as to provide opportunity for independent work in many fields.

*The Augustus Long Library* is located in the new Health Science Center Building. Current literature (both books and journals) is available to faculty members and students, as are other aids to research, such as interlibrary loans and a unique bibliographic service.

The library contains over 335,000 volumes of books and journals, some five thousand pamphlets, and about two thousand slides on the history of medicine. More than forty-five hundred periodicals are received regularly.

One floor is devoted to facilities, including hardware and software, for self-instruction through audiovisual materials. A seminar room on this floor is named for a former director of the School, Helen Young. Funds for the room were raised by the Alumnae Association.

## Statement of Nondiscriminatory Policies

The University is required by certain Federal statutes and administrative regulations to publish the following statements:

Consistent with the requirements of Title IX of the Education Amendments of 1972, as amended, and Part 86 of 45 C.F.R., the University does not discriminate on the basis of sex in the conduct or operation of its education programs or activities (including employment therein and admission thereto). Inquiries concerning the application of Title IX and Part 86 of 45 C.F.R. may be referred to the University's Equal Opportunity Office (402 Low Memorial Library, New York, N.Y. 10027, telephone 212-280-3554), or to the Director, Office for Civil Rights (Region II), 26 Federal Plaza, New York, N.Y. 10007.

Columbia University admits students of any race, color, national and ethnic origin to all the rights, privileges, programs, and activities generally accorded or made available to students at the University. It does not discriminate on the basis of race, color, national and ethnic origin in administration of its educational policies, admissions policies, scholarship and loan programs, and athletic and other University-administered programs.

Consistent with the requirements of Section 504 of the Rehabilitation Act of 1973, as amended, and Part 84 of 45 C.F.R., the University does not discriminate on the basis of

handicap in admission or access to, or employment in, its programs and activities. Section 503 of the Rehabilitation Act of 1973 requires affirmative action to employ and advance in employment qualified handicapped workers.

The University in addition desires to call attention to other laws and regulations that protect employees, students, and applicants. Title VI of the Civil Rights Act of 1964, as amended, prohibits discrimination on the basis of race, color or national origin in programs or activities receiving Federal financial assistance. Title VII of the Civil Rights Act of 1964, as amended, prohibits employment discrimination because of race, color, religion, sex, or national origin. Executive Order 11246, as amended, prohibits discrimination in employment because of race, color, religion, sex, or national origin and requires affirmative action to ensure equality of opportunity in all aspects of employment.

The Equal Pay Act of 1963 prohibits discrimination on the basis of sex in rates of pay. The Age Discrimination in Employment Act of 1967, as amended, prohibits discrimination in employment on the basis of age.

The Columbia University Senate on December 1, 1978, passed a resolution announcing its general educational policy on discrimination which reaffirms the University's commitment to nondiscriminatory policies in the above-mentioned categories, as well as its policy not to discriminate on the basis of sexual orientation.

Section 402 of the Vietnam Era Veterans' Readjustment Assistance Act of 1974, as amended, prohibits job discrimination and requires affirmative action to employ and advance in employment (1) qualified Vietnam era veterans during the first four years after their discharge and (2) qualified disabled veterans throughout their working life if they have a 30 percent or more disability.

The University's Equal Opportunity Office has also been designated to coordinate the University's compliance activities under each of the programs referred to above.

## **Reservation of University Rights**

This bulletin is intended for the guidance of persons applying for or considering application for admission to Columbia University and for the guidance of Columbia students and faculty. The bulletin sets forth in general the manner in which the University intends to proceed with respect to the matters set forth herein, but the University reserves the right to depart without notice from the terms of this bulletin. The bulletin is not intended to be and should not be regarded as a contract between the University and any student or other person.

# The Baccalaureate Program

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Program of Study

Admission

Key to Course Listings

Courses of Instruction

Summary of the Program





# Baccalaureate Program of Study

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The basic baccalaureate nursing program at Columbia University prepares qualified men and women to practice nursing effectively in new and traditional health care settings. Nursing is interpreted as including health promotion through education, prevention of disease, care of the sick and injured, and their restoration to optimal health.

Throughout nursing education, the student is encouraged and provided with the opportunity to develop an understanding of the social and health needs of individuals and the community, their effect upon the trends in national thinking, as well as the present and possible contribution of nursing to human welfare.

Opportunity is provided for the continued development of students physically, mentally, emotionally, and culturally, with emphasis on their interests, needs, and responsibilities as persons, as members of the nursing profession, and as citizens.

The student is introduced to the various opportunities in nursing and is helped to select for graduate study and experience that field of nursing in which the greatest satisfaction will be found and to which an optimum contribution can be made.

## Purpose and Objectives of Baccalaureate Nursing Education

The baccalaureate program in the School of Nursing is designed to prepare qualified individuals for beginning professional nursing practice in any setting.

The program builds upon the liberal arts background of the student, integrating it with professional learning and activity.

The Faculty seeks to guide the student toward personal and professional fulfillment within a broad social and ethical context.

Upon completion of this program we expect graduates to:

- utilize the knowledge of the biological, physical, and behavioral sciences in giving care to individuals, families, and groups on the health-illness continuum;
- perform adeptly therapeutic and preventive measures directed toward promotion, maintenance, and restoration of health;
- utilize the problem-solving process in providing and improving nursing care;
- assume leadership for planning, directing, and evaluating care given by nursing personnel;
- collaborate with other professional and paraprofessional persons in the coordination of health care;
- facilitate group action to achieve the goals of nursing;
- contribute to the fulfillment of society's health needs through work with group organizations;
- demonstrate awareness of their own needs, values, and competencies as they affect their interaction with others;
- demonstrate empathy in working with others' needs, problems, and cultural mores; and
- be self-directive in the pursuit of new knowledge and in its application to personal and professional living.

## Four-Year Program

(As of August 1980, Freshmen no longer admitted)

Students who entered as freshmen began a program of study leading to the Bachelor of Science degree with a major in nursing. The courses taken in fulfillment of the liberal arts requirement for the degree were chosen from among the courses offered by Barnard College and the School of General Studies of Columbia University. The courses required for the major in nursing are taught by faculty members of the School of Nursing. As part of the program, clinical practice in the hospital environment is offered at the Presbyterian Hospital and St. Luke's-Roosevelt Hospital Center. Appropriate community agencies also afford an opportunity for valuable experience throughout the program.

Required courses in the liberal arts included biology, chemistry, psychology, sociology, and English. In addition, ten liberal arts courses (approximately 30 points) may have been taken as electives.

The nursing major is built on the health model, beginning with wellness and carrying through illness to maintenance and rehabilitation. Specifically, the focus in the first and second years of the program is on health with emphasis on promotion of health and prevention of illness. In the third year, study centers on interruptions in health, emphasizing the care, cure, restoration, and rehabilitation required by episodes of illness. In the fourth year there is concentration on a synthesis and professionalization of nursing practice.

The student focuses on two of the nurse's roles: first, as the leader of a nursing team, assuming responsibility for the care of groups of patients with and through other team members; and second, as a co-member of the health team concerned with meeting the total health-illness needs of individuals and groups.

For a summary of the four-year baccalaureate program see "For Students Entering as Freshmen," under Summary of the Programs.

## Program for Junior Transfer, Graduate Nurses, and College Graduate Students

The program of study, leading to the Bachelor of Science degree, continues instruction in the biological, physical, and behavioral sciences; theory and supervised experiences are related to health promotion and illness prevention as well as to the care of the sick and the restoration of their optimal health. Experience with clients/patients begins early in the first term.

The senior year provides opportunities for independent study and concentration on a particular dimension of practice elected by the student.

Self-directed study is given major emphasis in order to assist the student in determining resources and in establishing a pattern for the continued learning that is demanded by the rapidly changing health care scene.

Students complete the program in two academic years. (They are designated "juniors" in their first year and "seniors" in their second year.) Courses are listed under the baccalaureate Courses of Instruction. Programs and course sequences are designed to accord with students' prior education and experience. Graduate nurses are admitted and their programs are individually designed in accordance with their previous education (see *Admission to the Baccalaureate Program—Graduate Nurses*).

The program builds upon the liberal arts background of the student, integrating it with professional learning and activity. For liberal arts prerequisites, see Admission Requirements.

Opportunities to take liberal arts or professional electives are provided.

## Preparation for Entrance

Serious candidates for nursing should first evaluate their qualifications. A sincere interest in people and their welfare is an essential in all fields of nursing. Also, since nurses assume the

responsibility for planning and improving nursing care, they must be able to lead as well as to work under the leadership of others. Nurses are called upon to make many important decisions and must have adequate knowledge on which to base them, so that some preparation in liberal arts and broad cultural experiences are likewise invaluable.

The candidate for nursing should take advantage of the many opportunities for trying out practical "work-samples" of nursing and securing some contact with patients, even at an elementary level. Other types of work experience with people are also useful.

Academic requirements are outlined under *Admission to the Baccalaureate Program*. The School welcomes an opportunity to guide its candidates well in advance of the date of entrance.



Judy Dattaro

# Admission to the Baccalaureate Program

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Candidates may apply as junior transfers, college graduates, and graduate nurses. Students are admitted as an entering class only in September. A limited number of students may be admitted in January. All are candidates for a Bachelor of Science degree in nursing from Columbia University.

## Junior Transfers

Candidates for admission must have successfully completed two years of study or 60 liberal arts points (semester credits) at an accredited college or university. These points must include prerequisite courses for entrance.

## College Graduates

College graduates must present a degree from an accredited college or university and must present the prerequisite courses. Students complete their studies for a baccalaureate degree in nursing in two years.

## Graduate Nurses

A graduate nurse may seek entrance to the baccalaureate program at the level determined by the number of liberal arts points (semester credits) which can be transferred. Nursing courses cannot be counted toward liberal arts points.

Of the 120 points required to earn the Bachelor of Science degree in nursing, 60 points are required in liberal arts courses. These are the same for all baccalaureate degree candidates, and may be taken at Columbia or at another accredited college or university. However, all students must meet the residency requirement of 45 points at Columbia University, of which 30 points must be taken at the School of Nursing.

Advanced standing in the nursing major may be established by means of challenge examinations designed to evaluate nursing competencies acquired through previous studies and/or nursing experience. A number of evaluative tools are used, including some of the New York College Proficiency Examinations for certain courses of the junior year. Scores for the latter are reported three months after the examination is taken. Applicants who wish to challenge through these examinations must allow for this delay when making plans for admission. Final credit is not awarded until the student has demonstrated ability in the first clinical course taken at Columbia.

Graduate nurses seeking guidance with regard to possible placement in the baccalaureate program are encouraged to call the Office of Admissions.

## Admission by Transfer from Another Baccalaureate Nursing Program

Advanced standing in the nursing major for students presenting college credits for nursing courses carried in a National League for Nursing (NLN) accredited baccalaureate program is determined by the comparison and evaluation of the courses the applicant presents with those required for the degree from Columbia. If a particular course remains in question, a student may challenge the course by examination.

All students must meet the residency requirement at 45 points at Columbia University, of which 30 points must be taken at the School of Nursing.



## Admission Requirements

Final selection for admission is based on an applicant's strong academic performance, favorable references, personal statement, good health, evidence of potential for nursing, and a personal interview.

## Junior Transfers and College Graduates

<i>Prerequisite courses for entrance</i>	<i>Points</i>
Biology*	6-8
Chemistry*	6-8
English (one composition course)	6
Psychology	6
Sociology*	6
Philosophy	3
Statistics	3
	<u>36-40</u>

### *Electives*

Foreign language, history, mathematics, economics, microbiology, nutrition, religion, fine arts, or supplementary courses in the required fields.

24-26

Credit for *one year* of a foreign language completed in college may be awarded only if (1) it was an intermediate or advanced course or (2) credit has also been awarded for two years of *another* foreign language.

No more than 6 points may be allowed for courses in religion or speech.

Credit is not granted for commercial, home economics, physical education, or vocational courses, or for any 1-point course.

### *Required testing*

1. The Scholastic Aptitude Test of the College Entrance Examination Board. Although CEEB Achievement Tests are not required, students who have taken the English composition and science tests should submit the results.
2. Students who have not taken the CEEB Scholastic Aptitude Test may submit scores from the Graduate Record Examination or the Miller Analogies Test.
3. Applicants whose first language is not English must submit the results of their performance on the Test of English as a Foreign Language (TOEFL).

## Graduate Nurses

### *Required Subjects*

Course requirements are the same as those listed above for junior transfers and college graduates. Because credit by examination will provide the opportunity to complete some electives concurrently, graduate nurses may be admitted as junior transfers after completing 45 points of liberal arts, including all the prerequisite courses.

### *Required testing*

Graduate nurses are expected to submit CEEB Aptitude and Achievement Test scores. Specific entrance examinations are required of those students who have not taken these examinations.

*\*Two terms with laboratory. General biology including dissection of a mammal is preferred; however, a term each of botany and zoology are acceptable. Anatomy and physiology courses are not acceptable in meeting the biology requirement. A term of physics may be substituted for one term of appropriate general chemistry. Sociology courses must be basic scientific studies of human societies. Only cultural anthropology may be submitted to meet 3 points of the sociology requirement.*



## Notice To All Applicants

Columbia requires 120 points of academic credit for the baccalaureate degree, of which 60 points must be liberal arts studies. All students must take 45 points in residence at Columbia, including 30 points at the School of Nursing.

Transfer applicants should request that Pass/Fail grades in required courses be converted to letter or numerical grades on their transcripts.

Applicants who wish advice regarding their course of study should contact the School of Nursing at the earliest possible date.

## Admission Procedures

An applicant for admission must apply on a form supplied by the School of Nursing. The completed form must be accompanied by the application fee: a check or money order for \$25 made payable to Columbia University. This fee helps to cover the cost of processing the application; it is therefore not refundable, nor is it credited toward tuition. *Incomplete applications and those received without the required application fee will not be processed.*

Applicants are responsible for the submission of all required admission materials. Therefore, it is strongly recommended that applicants call the Office of Admissions approximately four weeks after mailing the application to confirm the receipt of materials required.

## Applications Deadlines

Applications for admission should be filed as early as possible for appropriate counseling. Applicants seeking early acceptance on December 1 must have submitted all required materials by November 15. Those who submit late applications in the spring will be considered only if openings remain available.

## Interviews

A personal interview is required for admission. Applicants will be interviewed by invitation from the Admissions Committee. Required application materials must be complete prior to an interview. When possible, alumni interviews will be scheduled for applicants unable to meet a Committee interview request on campus because of distance, or other reasons considered to be exceptional by the Admissions Committee.

## Admissions Decisions

The Admissions Committee will begin to announce decisions on December 1, and thereafter, on a monthly basis until the enrollment becomes complete. At the time of acceptance, each applicant will be asked to confirm enrollment with a nonrefundable \$100 deposit, which will be applied toward program costs.

## Readmission

Students who have not been registered for two consecutive terms must file readmission forms and submit a nonrefundable application fee of \$25 through the Office of Admissions. Additional credentials may be required. Students in good standing may reregister within one academic year by filing a reregistration form through the Office of Admissions without a fee.

All readmission requests must be received by the Office of Admissions by November 15 for the spring term and April 15 for the autumn term.

Inquiries for further information and requests for application forms should be addressed to the Director of Admissions, School of Nursing, Columbia University, 179 Fort Washington Avenue, New York, N.Y. 10032.

# Key to Course Listings

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In the listings of Courses of Instruction for the Baccalaureate and Master's Program, each course number consists of a capital letter followed by four digits and the term designation.

*The capital letter* indicates the University faculty or division offering the course:

- M Faculty of Medicine
- P School of Public Health
- T School of Social Work

*The first digit* indicates the level of the course, as follows:

- 1 Undergraduate course, introductory
- 2 Undergraduate course, intermediate
- 3 Undergraduate course, advanced
- 4 Graduate lecture course, open to qualified undergraduates
- 6 Graduate lecture course, open only to master's degree candidates
- 8 Graduate field work, clinical practice, and case seminars, open only to master's degree candidates

Two consecutive numbers which are joined with a hyphen indicate a course which runs through both terms (e.g., *Nursing M2001x-M2002y*). The first half is prerequisite to the second half unless the course description says otherwise.

## Term Designations: x, y, and s

An x following the course number indicates that the course meets in the autumn term; a y indicates the spring term; and s indicates the summer session.

## Points of Course Credit

The number of points of credit that a course carries *each term* is given a boldface type in the right margin of the course-title line.

# Courses of Instruction

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The University reserves the right to withdraw or modify the courses of instruction as may be necessary.

## **Orientation for junior students.**

**0 pts**

Orientation acquaints the student with the academic program and facilities of the School and with the community. The program is carefully developed in cooperation with the Student Association, which assumes an active role in introducing the new student to community and professional life.

## Biological Sciences

### **Health Professions M4108x and y. Anatomy and physiology.**

**4 pts**

**Professor Batt.**

Prerequisite: one year of college biology and of chemistry.

The instructor's permission is required for students not enrolled in the School of Nursing.

An autotutorial course in the anatomy and physiology of the normal human body. The relationship of structure and function to homeostasis. Material covered from the molecular to the systemic level.

### **Nursing M2101y-M2102x. Deviations from health, I and II.**

**3 pts**

**Ms. Fernandez.**

Prerequisite: *Health Professions M4108*.

Either term may be taken separately.

Intensive study of pathological interruptions that can occur in any biological system and the biobehavioral reactions to such interruptions.

## Behavioral Sciences

### **Health Professions M4220x. Normal human growth and development.**

**3 pts**

**Ms. Cook and staff.**

Individual development from conception to death, with exploration of the context of each life stage, its opportunities, problems, and emotions. Attention to interrelationship of individual development with significant evolving institutions, such as the family and the culture. The course is presented as a sequence of weekly units. Each unit includes field placement experiences, readings, use of videotapes, and seminar time. Students may choose those learning experiences which best help them to master the objectives of the course.

## Nursing

### **Nursing M1001x. Foundations of nursing practice.**

**3 pts**

**Professor Coleman and staff.**

Provides the learner opportunity to develop cognitive and psychomotor skills needed to determine parameters of health in individuals of different ages and populations. The individual person is introduced as part of the larger social system of the family and community. Although all components of the nursing process are considered, emphasis is on the assessment process and the application of nursing intervention to assist clients in the maintenance and promotion of health and the prevention of disease.

### **Nursing M2010x. Health promotion.**

**3 pts**

**Professor Kneeshaw.**

The nurse's role in the promotion of health and the prevention of disease among infants, children, adolescents, and adults. Emphasis on the activities that individuals may use to promote healthy life styles, preventive services delivered by health providers, and the role of the government and other agencies in protecting people from harm. Major risk factors for each specific age group explored.

**Nursing M2016x. The nurse and the health-care delivery system. 2 pts**  
**Professor Panwar.**

Provides the learner with beginning knowledge of the complexity of the health-care delivery system, and the roles of nurses in the complex system. Intended to assist in the socialization of the learner to the nursing profession.

**Nursing M2001y-M2002x. Determinants of nursing care, I and II. 3 pts**  
**Ms. Russo.**

The aspects of nursing and health care that relate to the ill individual across the life-span and of different cultures. Both terms focus on the concepts of stress viewed from acute and ongoing situations and on how these concepts affect the body systems. The nursing process is the framework used to provide nursing care. A teaching team from each area provides an integrated approach to nursing content.

**Nursing M2901y-M2902x. Clinical experience, I and II. 6 pts**  
**Professor Brossart and staff.**

Clinical study and analysis of the determinants of nursing care with selected clients. Paradigms of clinical practice enable the student to develop expertise in the application of the nursing process to situations of individual illness, with a variety of outcomes and experiences across age groups and clinical settings. Includes seminar to analyze, synthesize, and evaluate knowledge and experience gained in nursing theory courses and clinical study. Close relationships with clinical preceptors, the use of self-instructional materials, and college and clinical laboratory experiences allow the student to develop expertise within the framework of individual abilities.

**Nursing M2020y. Introduction to physical assessment of the healthy adult. 3 pts**  
**The staff.**

Prerequisite: the instructor's permission.

Designed to introduce the undergraduate student to the skills and tools needed to perform an organized physical assessment of a healthy adult and record findings in a systematic manner. Lectures, audiovisual self-study, and supervised laboratory practice.

**Nursing M3054y. Management of patient care. 4 pts**  
**Professor Bredice.**

Focus on the problems and goals of patient care management systems. Emphasis on designing models of organization and distribution of nursing care that lend themselves to research and evaluation. Approaches to developing leadership and change agent roles are explored.

**Nursing M3004x. Issues in professional nursing. 3 pts**  
**Professor Carter and staff.**

Designed to further facilitate transition from the student role to that of a beginning professional practitioner. Emphasis on the history, issues, and trends of the profession, and their interrelatedness with sociocultural forces affecting the quality and delivery of health care. The learner is expected to formulate a personal philosophy and to determine his or her commitment to the nursing profession.

**Nursing M3020y. Introduction to research in nursing. 3 pts**  
**The staff.**

Principles of research methodology as applied to nursing. Focuses on identification of areas or problems in the practice setting that are suitable for research.

**Nursing M2904y. Clinical experience, III. 6 pts**  
**Professor Lisanti.**

Final clinical course in program. Builds on previously acquired knowledge and provides opportunity for synthesis of knowledge and skills necessary to function as a beginning professional nurse.

**Nursing M3901x-M3902y and M3902x. Advanced nursing practice, I and II. 4 pts**  
**Ms. Megel.**

The course provides practice experience in an area of concentration over an extended period of time. Faculty members guide the student in the selection and serve as preceptors and consultants. This experience provides the student with an opportunity to synthesize previously learned knowledge and skills, and to add to his or her competency as a skilled beginning practitioner.

# Summary of the Programs

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## For Students Entering as Freshmen

### Freshman Year

#### Autumn and Spring Terms

*Points per term*

Biology	4-5
English (one term)	3
Sociology	3
Elective	3-4
Nursing: Community health, I and II*	3

### Sophomore Year

#### Autumn and Spring Terms

*Points per term*

Chemistry	4-5
Psychology (one term)	3
Elective	3-4
Health professions: Human growth and development (one term)	3
Health professions: Anatomy and physiology (one term)	4
Nursing: Family health, I and II*	3

### Junior Year

#### Autumn and Spring Terms

*Points per term*

Elective	3-4
Nursing: Deviations from health, I and II	3
Nursing: Determinants of nursing care, I and II	3
Nursing: Clinical experience, I and II	6

### Senior Year

#### Autumn and Spring Terms

*Points per term*

Elective	3-4
Elective	3-4
Nursing: Management of patient care (one term)	4
Nursing: Advanced nursing practice, I and II	4
Nursing: Issues in professional nursing (one term)	3
Nursing: Introduction to research in nursing (one term)	3

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\*Not offered in 1981-1982.



## For Students Entering as Juniors

### Junior Year

#### Autumn Term

*Points per term*

Foundations of nursing practice	3
Anatomy and physiology	4
Health promotion	3
Human growth and development	3
Nurse in health-care delivery system	2

#### Spring Term

*Points per term*

Deviations from health, I	3
Determinants of nursing care, I	3
Clinical experience, I	6
Introduction to physical assessment	3

### Senior Year

#### Autumn Term

*Points per term*

Deviations from health, II	3
Determinants of nursing care, II	3
Clinical experience, II	6
Issues in professional nursing	3

#### Spring Term

*Points per term*

Management of patient care	4
Introduction to research in nursing	3
Clinical experience, III	6
Elective	3



# Master's Program in Clinical Nursing

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The Graduate Program

Admission

Program of Study

Courses of Instruction



# The Graduate Program

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The graduate program leading to the Master of Science degree prepares qualified nurses to function as specialists in several clinical major areas.

The combined resources of the University, including the Graduate School of Arts and Sciences, the School of Public Health, the School of Social Work, Teachers College, and the Faculty of Medicine, afford the student in the School of Nursing a rich educational opportunity in faculty and course offerings as well as a student body with diverse interests. The patient-care services of the Presbyterian Hospital on the health sciences campus, St. Luke's-Roosevelt Hospital Center (University affiliates), Harlem Hospital, the New York State Psychiatric Institute, and other hospitals and health services in the community provide unparalleled clinical practice settings.

Preparation emphasizes the attainment of intensive knowledge and competence in the student's chosen clinical field. Preparation also stresses the incorporation into practice of the concepts underlying the educational, administrative, and research roles inherent in functioning as the clinical specialist or teacher-practitioner.

The graduate program in the School of Nursing requires a minimum of 60 points and offers clinical majors in acute care (adult and child), adult (ambulatory), gerontology, nurse anesthesia, nurse-midwifery, pediatric primary care (ambulatory), perinatal care, and psychiatric-community mental health (adult, child, and geriatric).

## Purpose of the Graduate Program

The primary purpose of the graduate program is to prepare clinical nurse specialists.

Common objectives have been developed for all clinical majors which are designed to prepare the graduate to:

1. Evaluate the health status of individuals, families or groups.
2. Assume accountability for therapeutic intervention with individuals, families or groups within clinical specialty settings.
3. Institute and maintain interdependent professional relationships throughout the health-care delivery system.
4. Initiate, participate in, and utilize research and its findings.
5. Analyze critically historical and current issues in order to influence the development of professional nursing and the health-care system.
6. Analyze the health-care delivery system and utilize strategies which can affect the delivery of services.
7. Formulate professional goals and plans for implementation.



# Admission to the Master's Program

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## Requirements for Graduate Study

Applicants for the graduate program must fulfill the following requirements:

1. Possess a bachelor's degree with a nursing major from a program accredited by the National League for Nursing.
2. Be licensed to practice nursing in the United States.
3. Have had one year of experience in clinical nursing. (Obstetrical nursing, preferably intrapartum, is required for maternity nursing-nurse-midwifery; acute care nursing is required for anesthesia nursing.) The one-year experience requirement is a minimum rather than a maximum requirement.
4. Have completed a course in statistics acceptable for graduate study. Undergraduate courses in general chemistry (which includes organic chemistry) and biology (which includes biochemistry) or the equivalent are required for the nurse anesthesia major.
5. Have completed a course in basic physical assessment skills.
6. Achieve a satisfactory score on the Miller Analogies Test or the Graduate Record Examination.
7. Have a personal interview with faculty. Interviews are scheduled by invitation, and only following a preliminary faculty review of applicants who have submitted all required admissions materials. The faculty plan to complete applicant interviews by May 1.

Acceptance of a student for admission is based on individual evaluation of character, health, past experience, and potential for graduate study, as well as on the fulfillment of academic requirements. The student should have a definite intention to continue in professional work upon completion of the degree.

Individual consideration is given to foreign students and those applicants who do not entirely meet specific requirements for admission.

## Admission Procedures

Application is made on a form supplied by the Office of Admissions, and must be accompanied by a copy of the license to practice nursing in the United States. An application fee of \$25 made payable to Columbia University is required. The fee is not refundable. Applications for the graduate program should be filed as early as possible. Late applications will be considered only if openings remain available. The faculty plan to begin interviewing applicants in January. The Graduate Admissions committee will announce decisions following the completion of applicant interviews. At the time of acceptance, each applicant will be asked to confirm enrollment with a nonrefundable \$100 deposit to be applied toward program costs.

The School offers financial assistance to qualified students through federal traineeships, scholarships, and loans. Such assistance will be considered for those who indicate need and will be based on available funds.

## Readmission

Students who have not been registered for two consecutive terms must file readmission forms and submit a nonrefundable application fee of \$25 through the Office of Admissions. Additional credentials may be required. Students in good standing may reregister within one academic year by filing a reregistration form through the Office of Admissions without a fee.

All readmission requests must be received by the Office of Admissions by November 15 for the spring term and April 15 for the autumn term.

## Advanced Standing

Advanced standing is granted on an individual basis at the time of acceptance. Decisions are based on equivalent content, credit allotment, and satisfactory completion of courses.

The requirements for elective courses may be met by prior graduate courses taken within a five-year period. (Course work done for the undergraduate degree will not be considered for advanced standing credit.)

Inquiries for further information and requests for application forms should be addressed to the Director of Admissions, School of Nursing, Columbia University, 179 Fort Washington Avenue, New York, N.Y. 10032.



*Debra Fong*

# Program of Study

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## Overview

The master's degree program requires a minimum of four terms and 60 points. Students are admitted to an area of concentration of their choice. All students are required to take core courses that are basic to all nursing practice. These include two research courses, theoretical basis for nursing practice, nursing issues, and development of the individual and/or family. In addition, students select an area of functional development in education, administration, or research.

Core requirements	14-15 points
Clinical major	25-35 points
Functional minor	8-9 points
Electives	variable, depending on major

Students may explore the many offerings of the University and select courses given at other divisions such as the School of Public Health, Teachers College, and the Graduate School of Arts and Sciences.

## Acute Care Nursing Major Adult/Child

### Purpose and Objectives

This major prepares clinical specialists in acute care nursing of the adult or child. The graduate of the major will be prepared to assume leadership roles as: (1) care provider to patients and their families, guide for other nursing personnel, coordinator of patient care activities and liaison with other professionals, and initiator of and participant in clinical nursing research; (2) resource to health team members, families, and other lay persons; and (3) active participant in groups that focus on improving the quality and cost effectiveness of acute patient care. Preparation for these roles focuses on the development of expertise in history taking, physical assessment, utilization of laboratory and other diagnostic data, decision making, and planning and managing care for groups of patients. Counseling, teaching and evaluation, collaborating with other disciplines, consulting, and research are also stressed. While illness and hospitalization are specific situations in which the clinical specialist in acute care nursing is most actively involved, the nurse remains cognizant of the preventive and maintenance aspects of health care and provides intervention in these areas.

In addition to the common objectives of the graduate program, the graduate of the acute care major will be able to:

1. provide direct patient care to adults and/or children in acute care settings.
2. guide the practice of other nursing personnel who provide care to acutely ill patients.
3. coordinate patient care activities and provide liaison services with other professionals.
4. participate as a resource person to other health team members and lay persons in communities.
5. identify relevant clinical nursing problems and initiate and participate in research on these problems.
6. participate actively in regional and national organizations whose purposes relate to improving the quality and decreasing the cost of care given to patients in acute care settings.

## Course of Study

The major provides two tracks, adult and child, with parallel courses. Theory and clinical experiences are concurrent and progress from increasing assessment skills, to care of individuals and families in general medical-surgical units, and then in critical care settings. In the last term the opportunity exists for further specialization by clinical problems, e.g., cardiovascular, pulmonary, oncology, and/or by age groups, e.g., toddlers, adolescents, young adults, and elderly adults. Such clinical specialization and subspecialization prepares nurses in acute care settings who are counterparts of nurse practitioners in ambulatory care. In addition, the student selects a functional area of education, administration, or research that includes a practicum.

## Adult Nurse Practitioner Major

### Purpose and Objectives

The major is designed to prepare a qualified nurse to function as a clinical specialist in the delivery of primary health care to the adult age group. Primary care encompasses the concept of long-term health maintenance care for individuals and families through a relationship with one professional who:

1. is fully aware of their level of health and health problems
2. can plan, provide, and coordinate necessary health services
3. will make appropriate referrals for care in collaboration with the client and health team members.

The major prepares the student to be a health-care provider in ambulatory care and to assess the physical, emotional, and developmental status of the adult, as well as to critically evaluate the effectiveness of nursing practice. Graduates are prepared to function collaboratively in community health centers, out-patient departments, industrial and university health services, health maintenance organizations, and home care programs.

## Course of Study

The major track moves along a health-illness continuum. A variety of clinical practice sites are utilized throughout the program including university health services, ambulatory care facilities, community health centers, diagnostic and screening centers, home care programs and extended care facilities.

## Gerontology Major

### Purpose and Objectives

This major is designed to prepare a primary care provider for the well and chronically ill aged. Primary care encompasses the concept of long-term health maintenance care for individuals and families through a relationship with one professional who:

1. is fully aware of their level of health and health problems
2. can plan, provide, and coordinate necessary health services
3. will make appropriate referrals for care in collaboration with the client and health team members.

The major prepares the student to be a health-care provider: to assess the physical, emotional, and developmental status of the older adult; to analyze the health behavior of the family; to provide services toward promoting, restoring, or improving health; and to evaluate the effectiveness of nursing practice. The major prepares the student as a clinical specialist and resource person in the field of aging.



In addition to the common objectives for the graduate program, the graduate will be able to:

1. apply theories relevant to the biological, psychological, and sociological aspects of aging in nursing care of clients
2. serve as a clinical specialist and resource person in the field of aging.

A variety of clinical practice sites will be used. The major is designed to prepare nurse practitioners to provide primary health care to the aged in their homes, in ambulatory care facilities, long-term care facilities, and other selected health care agencies.

## **Maternity Nursing–Nurse Midwifery Major**

### **Purpose and Objectives**

The purpose of this major is to prepare a maternity clinical nursing specialist who functions as a nurse-midwife as defined by the American College of Nurse-Midwives.

In addition to completion of the common objectives for graduate education, the graduate will be able to manage the care of essentially uncomplicated women and newborn throughout the childbearing cycle and to care for healthy women during their reproductive years.

### **Course of Study**

The major is designed to move the student along an assessment-management continuum. The focus of care provided is on the essentially normal childbearing and interconceptional family with the additional preparation in collaborative management of the woman and neonate at risk.

The curriculum is designed for mastery learning; that is, the faculty have defined in behavioral terms the minimum performance level in both content and clinical areas that each student must master. The 27 points in clinical specialization are structured into self-contained units of instruction (modules) that promote self-directed learning, provide flexibility in approaching individual clinical management situations and learning patterns, and allow the learner to build upon his or her prior knowledge and clinical expertise.

Clinical experience is emphasized. Students are assigned to nurse-midwifery services both in and out of the New York area. In addition to required core courses, students choose electives from any of the graduate schools within the University. Students graduating from this major are eligible to take the National Certification Examination offered by the American College of Nurse-Midwives.

The maternity major requires that the students take their four terms of graduate work in succession. The summer session is necessary for optimal utilization of clinical facilities that provide the learning experiences needed for the practice of nurse-midwifery. It is anticipated that the majority of students will complete the requirements for graduation in sixteen months.

## **Nurse Anesthesia Major**

### **Purpose and Objectives**

The purpose of the major is to prepare a qualified nurse to function as a clinical specialist in nurse anesthesia. The nurse anesthetist provides anesthesia care for patients of all age groups and physical status undergoing a variety of diagnostic and surgical procedures.

In addition to the common objectives, the graduate of this major will be able to:

1. synthesize knowledge from physical, biological, and behavioral sciences to make nursing and medically delegated judgments for nurse anesthesia care



2. assess and evaluate the health status of individuals in order to determine and maintain optimal level of anesthesia and delegated medical care
3. administer a physiologically sound anesthetic within the confines of the operative, diagnostic, and therapeutic situations after evaluation of the patient's physical status and surgical needs
4. function as a resource person and educator in the area of anesthesia and critical care
5. provide psychological support to patients, families, and groups during periods of crises or stress.

Upon completion the graduate is eligible to take the National Qualifying Examination in Nurse Anesthesia offered by the Council on Certification of Nurse Anesthetists.

## Course of Study

The major, which began as a certificate program at the Roosevelt Hospital, is two full years in length, including an anesthesia residency. The first-year curriculum is largely devoted to advanced science courses with emphasis on clinical correlation. The primary integration of didactic and clinical components is achieved during the twelve-week summer session.

In the autumn term of the second year the courses focus on advanced nurse anesthesia practice both didactic and clinical, followed by an eight-month nurse anesthesia residency component.

The major is designed to provide the student with continuous opportunity to relate and integrate theoretical knowledge with clinical practice by assuming, under tutorial guidance, increasing responsibility for complete nurse anesthesia care. This application of theoretical knowledge to the realities of clinical practice is a dynamic process which enhances and enriches learning as well as preparing the graduate to function effectively and competently in the profession. The sequential design permits the student to acquire the skills necessary to move along this continuum. Clinical experiences are provided at St. Luke's-Roosevelt Hospital Center, Presbyterian Hospital, and other centers. The students acquire a rich clinical experience to include cardiac and neurosurgical anesthesia.

## Pediatric Nursing (Ambulatory Care) Major

### Purpose and Objectives

The major is designed to prepare a qualified nurse to function as a clinical specialist in the delivery of primary health care to infants, children, and adolescents in a variety of community settings: hospitals, offices, schools, homes, day-care programs, and chronic care facilities.

The major prepares the student to be a health care provider: to assess the physical, emotional, and developmental status of the child; to analyze the health behavior of the family related to culture, life styles, and family interactions; to restore or improve health; and to critically evaluate the effectiveness of nursing practice.

The purpose is to prepare a clinical specialist in the primary health care of children. The clinical specialist role demands excellence in nursing and a willingness to be an active participant in decision making with patients and family, with members of the health-care team, and with community planners. The required core courses and the major prepare the nurse for the clinical specialist role and qualify him/her to apply for certification as a Pediatric Nurse Practitioner. The elective courses contribute to the student's functional concentration in teaching, administration, or research. In addition to the common objectives the graduate will:

1. assess and evaluate the health status of children and their families
2. assume accountability for therapeutic intervention with individuals, groups, or families within the pediatric setting

3. initiate, participate in, and utilize research findings in pediatric ambulatory settings
4. utilize knowledge of historical and current issues that influence the profession and the delivery of health care to children.

## Course of Study

The major moves along a developmental health-illness continuum. During the first term the emphasis is on the healthy infant, in the second term on the well child and adolescent. Theory and concurrent practice provide the student with a rich framework.

In the third term the student focuses on children with minor illnesses and in the fourth term either continues as a generalist or chooses a subspecialty: pediatric pulmonary care, adolescence, or school health. Throughout the four terms the offerings of the major are augmented by courses of the core curriculum in developmental theory, research, assessment, and nursing issues. Role socialization seminars are integrated into clinical sessions. Completion of the major satisfies the educational criteria for Pediatric Nurse Practitioner certification.

## Perinatal Nursing Major

### Purpose and Objectives

This major prepares a clinical nurse specialist in perinatal care. The graduate will be prepared to improve and maintain quality nursing care in a variety of perinatal settings with the responsibility for taking on a leadership role. For this program "perinatal" is defined as the time from conception to the end of the first year of life for the infant and from conception through the end of the first postpartum year for the mother.

The major is designed to prepare the graduate to contribute to the improvement of pregnancy outcomes, with the emphasis on care of the high-risk pregnant woman and the sick infant in the neonatal period and maintenance of health during pregnancy and infancy.

The objectives are consistent with the overall graduate objectives.

## Course of Study

The major follows a developmental framework. The first term emphasizes the normal childbearing period and normal fetal-newborn development while the second term focuses on deviations from normal during the childbearing period. The third term concentrates on deviations from normal in the newborn infant.

In the fourth term the student selects the direction of further study, such as management of high-risk pregnant women or long-term follow-up of high-risk infants. Concentrated theory and concurrent practice are provided within the University and perinatal units within the region. Curriculum flexibility is provided to meet the individual student's goals and interests.

## Psychiatric-Community Mental Health Nursing Major Adult/Child

### Purpose and Objectives

The major prepares qualified professional nurses to assume increasing responsibility for meeting the health needs of people in hospital and community settings.

When psychiatric nursing care extends from the institution into the community, the psychiatric nurse is expected to (1) design and provide continuity of care for patients in varied settings; (2) correlate and coordinate mental health services; (3) guide and instruct others in psychiatric and mental health nursing care; and (4) serve as liaison among various disciplines, the patient, the family, and the community.

In addition to the common objectives for the graduate program, learning experiences are selected which enable the student:

- to have increasing responsibility for assessment and therapeutic interventions with clients presenting behavioral problems and/or psychiatric syndromes
- to function with groups as observer-recorder, participant, and group team leader in client-centered therapeutic group activities with families, consumers, and clients
- to have a continuity of relationship in the treatment process with the client and/or family and with the professional staff in community health through participation in an independent and/or a collaborative relationship between the health delivery systems in the community
- to be engaged in preventive treatment services as well as those generally considered therapeutic and rehabilitative
- to investigate clinical nursing practice utilizing the research model, method, and findings.

## Course of Study

The major provides two tracks, adult and child, each requiring a minimum of 60 points.

The major includes courses both in developmental theory and in advanced psychiatric and community mental health nursing theory and practice. Concurrent clinical experiences in community psychiatric and mental health services are provided to develop skills basic to planning for patient and community needs.

Additionally, the track to prepare the clinical nursing specialist in child psychiatry includes knowledge basic to the care of the emotionally disturbed, physically ill, and/or socially abused child. Concurrent clinical experiences in community psychiatric and mental health services, as well as in special settings, including those in children's hospitals and clinics, are provided to develop skills basic to planning for patient and community needs.

## Joint M.P.H./M.S.N. Program

The primary purpose of this interdisciplinary program is to prepare nurse practitioners or clinical specialists who will function effectively as community health practitioners, helping to interpret, plan, and/or administer programs. The program is directed toward nurses with at least one year's appropriate experience who expect to be practicing clinicians and at the same time hold responsible administrative positions, or who plan a career in clinical nursing but desire to enhance their clinical knowledge with a related public health concentration.

Students may apply and be accepted in both programs at the same time, starting in either school. Total degree requirement is 75 points plus the School of Public Health's one-term practicum. At least 30 points must be in residency in each school.

# Courses of Instruction

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The University reserves the right to withdraw or modify the courses of instruction or to change the instructors as may be necessary.

See the Key to Course Listings above.

Students not enrolled in the graduate program at the School of Nursing must have written approval of the Program Director prior to enrollment in any graduate course.

## Core Curriculum

### **Nursing M6020x and y. Research, I. 3 pts** **Professors Earle, Jamann, and Grau.**

Introduction to principles and techniques of behavioral science research in nursing; problem recognition; and conceptualization, design, sampling, data collection, processing, and analysis. Modules and seminars. Development of problem area for clinical research. Consideration of nursing theories for theoretical frameworks.

### **Nursing M6030x and y. Research, II. 3 pts** **Professors Messler, Earle, Jamann, and Grau.**

Prerequisite: *Nursing M6020* or its equivalent.

Presentation of students' proposals, critical analysis and development of research design for project or thesis.

### **Nursing M6031x, y, and s. Research, III 2 to 6 pts** **Professor Messler and staff.**

Prerequisite: *Nursing M6030*.

Designed for the student who will be developing a thesis. Refinement of data collection tools, data collection and analysis.

### **Nursing M6041x and y. Theoretical basis of nursing practice. 3 pts** **Professors Dreher, Lennon, and Ms. Allbritten.**

Designed to facilitate analysis and synthesis of relevant theories as bases for implementation of nursing practice. Communication, role development, and health-care management explored from the viewpoint of selected conceptual frameworks. The nature of theories, models concepts, and the science of nursing examined in a seminar format.

### **Nursing M6010x and y. Life cycle concepts. 3 pts** **Professor Kneeshaw and staff.**

Designed to acquaint the student with significant concepts related to the human life cycle as it relates to adulthood and the process of aging. Emphasis on a social systems approach to life process, integrating the cognitive, physiological, emotional, cultural, social, and spiritual factors that influence the individual. Using theory, the complexities of human behavior that influence wellness and the practice of positive health behaviors are explored.

### **Nursing M8020x, y, and s. Clinical teaching practicum in health care. 2 to 6 pts**

Exploration of teaching of health care within the framework of higher education, continuing education and/or staff development. Emphasis on the role of the teacher and learner in a variety of health-care settings. The student is responsible for designing and carrying out the objectives for the teaching practicum. Faculty preceptors are assigned by the department to provide guidance and supervision during the experience.

### **Nursing M8030x, y, and s. Clinical administration practicum in health care. 2 to 6 pts**

Application of principles and practices of administration in health care. Emphasis on the role of the administrator in a variety of settings. The student is responsible for designing and carrying out the objectives for the administration practicum. Faculty preceptors are assigned by the department to provide guidance and supervision.



**Nursing M8521x and y. Nursing and the health care scene. 2 or 3 pts**  
**Professor Kelly and staff.**

Prerequisite: the instructor's permission.

The implications of educational preparation for nursing practice, quality of care issues including law, ethics, peer review, consumer advocacy, and components of nurse power.

## Acute Care Nursing Major

### Common Courses

**Nursing M6830x. Acute care concepts. 2 or 3 pts**  
**Professor Mahoney and staff.**

A systematic introduction to acute care nursing through focus on concepts that apply to all age groups, from infants to the elderly. Collection of expanded data base through observation, history taking, laboratory and diagnostic data. Lecture, case presentations.

Clinical for additional point is limited to acute care nursing majors and involves application of acute care concepts in selected situations.

**Nursing M8880. Individualized study in acute care. 6 pts**  
**Not given in 1981-1982)**

Intensive study and clinical experience in an area of concentration, with the guidance of a preceptor. Proposed work must be outlined prior to registration. Project record required.

### Adult

**Nursing M8830y. Acute care of the adult, I. 3 pts**  
**Professor Mahoney and staff.**

Prerequisite: *Nursing M6830X*.

Expansion of theory base and integration of acute care concepts for adults hospitalized with medical-surgical problems that require extended care. The need to work with families and community agencies is stressed.

**Nursing M8832y. Practicum in acute care of the adult, I 3 pts**

Emphasis on nursing assessment, diagnosis, care planning, and evaluations in hospital and postdischarge. Practice settings include hospital units, clinics, private practices, and Visiting Nurse Service.

**Nursing M8831. Acute care of the adult, II. 3 pts**  
**Not given in 1981-1982).**

Emphasis on the role of the clinical specialist in life-threatening situations. Common needs of adults are identified. Factors influencing patients' and team members' reactions and continuity of care are explored.

**Nursing M8833. Practicum in acute care of the adult, II. 3 pts**  
**Not given in 1981-1982).**

Clinical focus is on rapid and accurate application of the nursing process to adults in more life-threatening situations; projection and followup of patients' and families' future needs; analysis of dynamics and effects of heightened physical and psychological stress. Lectures, modules, seminars. Practice settings include intensive care units, emergency rooms, operating rooms, and recovery rooms.

### Child

**Nursing M8840y. Acute care of the child, I. 3 pts**  
**The staff.**

Prerequisite: *Nursing M6830X*.

Expansion of theory base and integration of acute care concepts for children hospitalized with medical-surgical problems that require extended care. The need to work with families and community agencies is stressed.

**Nursing M8842y. Practicum in acute care of the child, I. 3 pts**

Emphasis on nursing assessment, diagnosis, care planning, and evaluation in hospital and postdischarge. Practice settings include hospital units, clinics, private practices, and Visiting Nurse Service.



**Nursing M8841. Acute care of the child, II. 3 pts**  
**(Not given in 1981-1982)**

Emphasis on the role of the clinical specialist in life-threatening situations. Common needs of children and their parents are identified. Factors influencing patients' and health team members' reactions and continuity of care are explored.

**Nursing M8843. Practicum in acute care of the child, II. 3 pts**  
**(Not given in 1981-1982)**

Clinical focus is on rapid and accurate application of the nursing process to children in more life-threatening situations; projection and followup of patients' and families' future needs; analysis of dynamics and effects of heightened physical and psychological stress. Lectures, modules, seminars. Practice settings include intensive care units, emergency rooms, operating room, and recovery rooms.

## Adult Nurse Practitioner Major

**Nursing M6720x. Health maintenance of the adult. 3 pts**  
**Ms. Namaroff.**

To be taken concurrently with *Nursing M6710x*.

In a systematic approach to the delivery of primary health care, this course considers those aspects relating to health maintenance and prevention of illness. Theory and concurrent nursing practice is focused on primary health care of the well adult.

**Nursing M6710x. Health assessment of the adult. 3 pts**  
**Ms. Namaroff and Dr. Park.**

The intent of the course is to provide the student opportunity to interpret physical findings and to learn their implications. An introduction to the interpretation of laboratory data is included. Teaching strategies include physical diagnosis rounds and seminars.

**Nursing M6120x. Pathophysiology—general. 2 pts**  
**Members of the Department of Medicine.**

The course is taught by leading physicians involved in research and/or practice. It is offered as a separate course to enable students to study and assimilate the pathophysiology of selected illnesses affecting adults and children.

**Nursing M6121y. Pathophysiology—adult. 2 pts**  
**Members of the Department of Medicine.**

This course is required for students in the Adult and Gerontology Primary Care programs. The pathogenesis of common conditions affecting adults is presented and serves as a basis for clinical management.

**Nursing M6730y. Diagnosis and management of common health problems. 3 pts**  
**Ms. Namaroff and staff.**

Prerequisite: *Nursing M6720x, M6120x*. Prerequisite or Concurrent: *Nursing M6121y*.

Utilizing a systems approach, frequently occurring episodic and chronic health problems manifest in adult care are studied. Emphasis on the appropriate data base and management plan for provision of care by nurse practitioners.

**Nursing M8770x-M8771y. Diagnosis and management of illness in adults, I and II. 3 pts**  
**Ms. Mellett and staff.**

Utilizing a systems approach, the diagnosis and management of health conditions manifest in adult primary care are studied. The course and management of clinical problems are emphasized as well as the care provided by nurse practitioners.

**Nursing M8772Y-M8773X. Practicum in adult primary care, I and II. 1 to 3 pts**  
**Mses. Namaroff and Mellett.**

To be taken concurrently with *Nursing M6730y and M8770x*.

Clinical field experience provides opportunity for students to acquire skills in assessment, decision making, and management of care for adults with a variety of episodic and long-term health problems. Clinical settings include ambulatory care facilities, community health centers, diagnostic and screening centers, home care programs, and extended care facilities.

**Nursing M8776y. Advanced practicum in primary care. 1 to 3 pts****Ms. Mellett and staff.**To be taken concurrently with *Nursing M8771y*.

During this final clinical placement, students provide primary care services to adults with episodic and chronic conditions. Collaborative practice within a team structure is emphasized. A variety of clinical settings are utilized.

**Nursing M8790x and y. Individualized study in adult primary care. 1 to 8 pts****The staff.**Prerequisite: *Nursing M6730y*.

Selection of a specific area of interest within the adult primary care specialty. With the guidance of a preceptor, intensive study is combined with clinical practice. Proposed work must be outlined before registration. Final written report required.

**Gerontology Major****Nursing M6770x. Health maintenance of the elderly. 3 pts****Ms. Quinlan.**

In a systematic approach to the delivery of primary health care, this course considers those aspects relating to health maintenance and prevention of illness. The theory and concurrent nursing practice is focused on primary health care of the essentially well older adult. Health education and anticipatory guidance are stressed. Emphasis is placed upon the normal aging process and upon the coping mechanisms of the older person under physiological stress. Nursing interventions to increase the probability of successful aging are studied.

**Nursing M6750y-M6751x. Nursing seminar in gerontology, I and II. 1 pt****Ms. Quinlan.**These courses are taken concurrently with *Nursing M6730y* and *M8770x*.

Focuses on the application of theory and clinical content in the care of the elderly.

**Nursing M6780y. Health problems of the aged. 3 pts****Ms. Quinlan.**

The various health problems of the aged, specifically in neurologic and psychological areas. Discussion of current innovations necessary for the gerontological clinical specialist.

**Nursing M8780x and y. Individualized study in gerontology. 2 to 8 pts****Ms. Quinlan.**

Selection of a specific area of interest within the gerontology specialty. With the guidance of a preceptor, intensive study is combined with clinical practice. Proposed work must be outlined before registration. Final written report is required.

**Maternity Nursing–Nurse Midwifery Major****Nursing M6462x, y, and s. Health assessment of adult female. 3 pts****Ms. Buchbinder and staff.**

Evaluation and remediation of physical assessment skills. In-depth anatomy and physiology of the reproductive system with application to complete physical and pelvic assessment of the adult female. Includes components of communication theory as applied to complete history taking, interpretation of laboratory values, and human sexuality. Seminars, laboratory, and clinical practice.

**Nursing M8472x, y, and s. Antepartum normal. 5 pts****Sr. Rose Carmel and staff.**Prerequisite: *Nursing M6462* and *M6220*.

The physiological, social, and emotional components of antepartum care. Embryology and fetology, genetics, communication theory, principles of preparation of families for childbearing, and community aspects of maternal, newborn, and family health services. Practice includes nurse-midwifery management of the care of the normal antepartum woman. Seminars and clinical practice.

**Nursing M8473x, y, and s. Intrapartum normal/early postpartum newborn.****Mses. Kaplan, Lichtman, and staff.****6 pts**Prerequisite: *Nursing M6462 and M6220.*

Nurse-midwifery management of the care of the normal intrapartum woman. Content includes anatomy and physiology relevant to the care of the intrapartum and early postpartum patient, review of labor support and physical needs, theory of neonatal adaptation of extrauterine life, resuscitation, and management of normal labor, delivery, and immediate postpartum care of mother and newborn.

**Nursing M8474x, y, and s. Well Woman Gynecology.****3 pts****Ms. Robinson and staff.**Prerequisite: *Nursing M6462 and M6220.*

Theory and practice related to nurse-midwifery management of interconceptional care. Anatomy and physiology relative to postpartum woman, endocrinology, sexuality, current contraceptive methods including indications and contraindications for use, knowledge of demography, and theory of minor gynecological variations and common problems. Seminars and clinical practice.

**Nursing M6465x, y, and s. Neonatology.****2 pts****The staff.**Prerequisite: *Nursing M6462, M8472, M8473, M8474, and M8475.*

Seminar discussion of common newborn variations and problems. Interdisciplinary approach using expertise of physicians, nurse-midwives, and perinatal nurses in care of sick newborn.

**Nursing M6464x, y, and s. Parent education.****2 or 4 pts****Ms. Lichtman.**Prerequisite: *Nursing M6462 and M8472.*

Principles of teaching and learning applied to preparation for childbearing. Development of parent classes and supervised teaching experiences included.

**Nursing M8475x, y, and s. Clinical practicum in nurse-midwifery.****5 pts****The staff.**Prerequisite: all other clinical major courses except *Nursing M6466 and M6464.*

Intensive integration of theory and clinical practice in the nurse-midwifery management of medically and obstetrically uncomplicated women and newborns throughout the childbearing cycle. Clinical practice in all areas, teaching rounds, case presentations, and seminars with professional colleagues.

**Nursing M6466x, y, and s. Nursing management of high-risk pregnancies.****Professor Decker and Sr. Rose Carmel.****3 pts**Prerequisite: *Nursing M6462, M8472.*To be taken concurrently with *Nursing M8472 or M8473.*

Theory and rationale for medical and nursing management of the care of the patient with complications of pregnancy, labor, and delivery, and the postpartum period. Practice includes provision of expert nursing care, as well as identification of high-risk patient, through history taking, laboratory findings, and physical examination. The interdisciplinary health team approach is utilized.

**Nursing M6470x, y, and s. Guided study in maternity nursing.****2 to 6 pts****Dr. Messler and staff.**

Prerequisite: the instructor's permission.

Beginning graduate level selection of area of theory in maternity nursing for in-depth study with guidance by faculty preceptor.

**Nursing M8490x, y, and s. Independent study in maternity nursing.****Professor Decker and staff.****1 to 6 pts**

Prerequisite: the instructor's permission.

Selection of area of theory in maternity nursing-nurse-midwifery for in-depth study with guidance by faculty preceptor.

**Nursing M8495x, y, and s. Clinical preceptorship in nurse-midwifery.****Professor Decker and staff.****2 to 6 pts**Prerequisite: *Nursing M6220, M6462, M8472, M8473, M8474, and M8475.*

Selection of area of advanced nurse-midwifery practice. Work in collaboration with faculty preceptor and staff nurse-midwives in a variety of nurse-midwifery services.



## Nurse Anesthesia Major

### **Nursing M6124x. Cardiovascular physiology and pathophysiology. 3 pts** **Dr. Han-Chiang Lee.**

Advanced study of cardiovascular physiology and pathophysiology including pathophysiology of shock, invasive hemodynamic cardiovascular monitoring; pre-, intra-, and postoperative anesthetic consideration for patients with coronary artery disease, hypertension, and congestive heart failure. Interpretation of electrocardiograms with emphasis on arrhythmia detection, treatment, and the way it relates to acid base electrolyte balance and anesthesia.

### **Nursing M6125x. Respiratory physiology and pathophysiology. 3 pts** **Ms. Doddato.**

Functional anatomy and physiology; ventilation, diffusion, and perfusion; ventilation-perfusion relationships and abnormalities; oxygen transport; blood-tissue gas exchange; transport and elimination of CO<sub>2</sub>; analysis of blood gases and pH; regulation of respiration; respiratory physiology in unusual environment; physical diagnosis of pulmonary diseases. Emphasis on considerations related to pre-, intra-, and postoperative anesthesia care.

### **Nursing M6110y. Pharmacology of anesthetics. 3 pts** **Professor Svozil and staff.**

Study of factors that affect action, absorption, distribution, biotransformation, excretion of drugs, and drug interactions. Study of uptake, distribution, biotransformation, and elimination of those drugs commonly used in anesthesia (a) inhalation, local, and intravenous anesthetics; (b) muscle relaxants; (c) drugs used for sedation. Special emphasis on dosage, mechanism of action, characteristic drug effects, factors modifying drug effect, and indication and contraindications for use.

### **Nursing M6127y. Neuroscience. 2 pts** **Dr. Kevin B. Sanborn.**

Readings and weekly lectures related to the anatomy and physiology of the nervous system. Emphasis on the mechanisms of neuronal transmission, the autonomic nervous system, the biochemistry of neurotransmitters, control of respiration, and mechanisms of pain.

### **Nursing M6128y. Endocrine, renal, and unusual diseases. 3 pts** **Dr. Ronald Andree.**

Focuses on the physiological aspects of the kidney and endocrine glands emphasizing their function in the maintenance of homeostasis. Analysis of abnormalities and their impact on perioperative management. Other medical entities such as malignant hyperpyrexia, muscular dystrophies, and porphyria are discussed.

### **Nursing M6862s. Physical and psychological assessment of preoperative patient. 2 pts** **Professor Svozil and staff.**

History and physical examination technique aimed at identifying pathology rather than diagnosed disease entities with emphasis on information concerning the heart, lungs, and peripheral circulation. Includes those aspects of neurological examination most helpful in assessing the degree of CNA depression. Students learn to recognize physical and psychological problems, interpret laboratory and diagnostic tests, and to develop an anesthesia management care plan based on the problem-oriented approach.

### **Nursing M6870s. Introduction to clinical anesthesia. 3 pts** **Professor Svozil and staff.**

Basic methods of anesthesia administration including techniques, principles, and equipment required. Introduction to applied physics of anesthesia machines and equipment, noninvasive and invasive monitoring techniques, airway management, physiological effects of surgical positioning, basic principles of electrical circuits, physiological effects of electricity, principles of electrical safety, principles and application of medical electronic equipment. Lecture modules, audiovisual techniques, and supervised laboratory experience.

### **Nursing M8870s-M8871x. Clinical practicum in nurse anesthesia, I and II. 7 and 6 pts** **The staff.**

Intensive integration of theory and clinical practice for patients undergoing surgical and obstetrical anesthesia. Emphasis on assessment and nurse anesthesia management. Students are assigned to a specialty for a defined period of time. Clinical practice is structured to meet realistic competencies under tutorial guidance. Through critique of anesthesia care plans, case discussion, presentation and seminars,

the student develops logical problem-solving techniques and critical judgment. Mastery to the specific level of competency is required within the specified time framework. *Clinical Practicum I*: basic anesthesia practice for uncomplicated surgical procedures on patients of Physical Status ASA I and II. *Clinical Practicum II*: expanded anesthesia practice for more involved surgical procedures on patients of Physical Status ASA III and IV and the pediatric, obstetric, and geriatric patient.

**Nursing M6871x. Anesthesia for specialty and emergency surgery. 3 pts**

**The staff.**

Investigation of selected problems commonly associated with specialty and emergency surgery. Anesthetic consideration for the various surgical procedures, as well as for pediatric, obstetrical, and geriatric patients. Includes anatomical, physiological, and pathophysiological considerations of pregnancy, infancy, childhood, and the aged. Techniques of selected regional anesthetics including the indications and contraindications for use.

**Nursing M6111x. Pharmacology of accessory drugs. 3 pts**

**The staff.**

Advanced study of current drugs in use that may be encountered in patients coming to anesthesia. Drugs used for cardiovascular and respiratory support with emphasis on dosage, mechanism of action, characteristic drug effect, factors modifying drug action, and the indications and contraindications for use.

**Nursing M8900y-M8901s. Anesthesia Residency, I and II. (January through August). 1 pt**

**Staff and preceptors.**

Prerequisite: *Nursing M8870-M8871*.

Intensive integration of theory and clinical practice in anesthesia management of the neonate, pediatric, adult, obstetrical, and geriatric patient; the healthy patient as well as those with multisystems problems or disease states; patients undergoing a variety of surgical and diagnostic procedures, including cardiac and neurosurgical surgery. During the residency the student is given increasing responsibility to function independently as a nurse anesthetist and resource person under tutorial guidance. The student must complete the required minimum of 450 cases in specific categories and 800 hours of actual anesthesia time to meet the requirements of the Council on Accreditation of Educational Programs for Nurse Anesthesia. Clinical practice, teaching rounds, case presentation, and seminars with professional colleagues.

**Nursing M8890x and y. Individualized study in nurse anesthesia. 1 to 6 pts**  
**Professor Svozil and staff.**

Selection of a specific area of interest within the specialty of anesthesiology. With the guidance of a preceptor, intensive study is combined with clinical practice. Proposed work must be outlined before registration. Final written report is required.

## Pediatric Nursing (Ambulatory Care) Major

**Nursing M6610x. Physical and psychological assessment of the normal child. 3 pts**  
**Ms. Allbritten and Professor Jackson.**

Prerequisite: the instructor's permission.

Designed to prepare the student to take a complete health and development history of the normal child perform a systematic physical examination, recognize physical and psychological health and develop mental problems, and record findings using the problem-oriented modular record. Lectures, modules audiovisual presentations, written assignments, and peer review.

**Nursing M6120x. Pathophysiology—general. 2 pts**  
**Members of the Department of Medicine.**

The course is taught by leading physicians involved in research and/or practice. It is offered as a separate course to enable students to study and assimilate the pathophysiology of selected illnesses affecting adult and children.

**Nursing M6122y. Pathophysiology—child. 2 pts**  
**Members of the Department of Pediatrics.**

The course is required for students in Pediatric Primary Care. The pathogenesis of common condition affecting children is presented and serves as a basis for clinical management.



**Nursing M6620x. Health maintenance of the infant and young child. 2 or 3 pts**  
**Ms. Allbritten, Professor Jackson, and Dr. B. Beeber.**

Theory focuses on the primary health care of infants and young children. Growth, development, behavior of children, and child-rearing styles are studied. A theoretical approach to counseling, health behavior, and health education is taught in seminars, lectures, and group work. Clinical practicum (required for students in pediatric primary care) includes practice in maternity settings, clinics, and nursery schools. Students provide support, counseling, and health education to parents as well as health care to children. Students assess the health status, growth, development, and behavior of infants and young children, as well as parents' responsiveness and child-rearing styles. They individualize counseling to assist parents to enjoy parenthood while learning about infant and young children's behavior. Planned observations and written analysis.

**Nursing M6630y. Health maintenance of school-age children and adolescents. 2 pts**  
**Ms. Allbritten, Professor Jackson, and Dr. B. Beeber.**

Prerequisite: the instructor's permission.

The components of health maintenance, counseling, and health teaching as they apply to school-agers and adolescents. Students apply the principles of teaching as they plan to teach youngsters in the classroom and counsel adolescents in small groups.

**Nursing M6632y. Clinical practicum: school-age children and adolescents. 3 pts**  
**Mses. Allbritten, Jones, and Professor Jackson.**

Prerequisite: the instructor's permission.

To be taken concurrently with *Nursing M6630*.

Daily conferences and information on issues of pediatric ambulatory care. Interdisciplinary conferences assist in role clarification and set the state for appropriate referrals and collegial relationships. Students assess children for health status, behavior patterns, growth, and development and assist parents by providing information and counseling in schools and clinic settings.

**Nursing M8670x. Diagnosis and management of illness in children. 3 pts**  
**Ms. Grey and Dr. B. Beeber.**

The course and management of common episodic illnesses. Lecture, seminar, and audiovisuals.

**Nursing M8674x. Clinical practicum: diagnosis and management of illness in children. 3 pts**

**Mses. Allbritten and Grey, Professor Jackson, and Dr. B. Beeber.**

Prerequisite: the instructors' permission.

To be taken concurrently with *Nursing M8670*.

Provision of primary health care to children with common episodic illnesses. The course and management of selected illnesses of children and practice in recognizing and managing problems in the clinical setting. Working within the protocols set by the institution and under the supervision of preceptors, students acquire skill in making decisions, providing care, and making judicious referrals to physicians or other health-care providers. Students continue to select patients for continuity of care and add to their patient population. Clinical settings include ambulatory care clinics and community family centers. Seminar, audiovisual techniques, precepted laboratory experiences.

**Nursing M8690y. Individualized study in pediatric primary care. 4 to 8 pts**  
**Professor Jackson and Ms. Grey.**

A specific area of interest is selected within the pediatric primary care specialty. With the guidance of a preceptor, intensive study is combined with clinical practice in a variety of settings. Required: outline of proposed work before registration and final written report. Areas of study and practice might include primary care of children in adolescent and youth clinics, public and private health maintenance organizations, nursery schools, after-school programs in neighborhood community centers. Clinical practice, case presentations, teaching rounds, and colloquia.

**Nursing M6635y. The chronically ill child and the family. 3 pts**  
**Ms. Grey.**

Students study the work of theorists and researchers on the psychological and social consequences of illness on children and their families. Emphasis is placed on theory from the behavioral sciences necessary to provide care to clients with chronic and/or handicapping conditions both in and out of the hospital. Methods: case studies, seminars.

**Nursing M8672x. Assessment and management of children with pulmonary diseases. 3 pts**

**Ms. S. Blumenthal.**

Required for students choosing individualized study of children with respiratory illness. The care of children with respiratory illness with emphasis on respiratory physiology, epidemiology, treatment epidemiology, treatment interventions, and psychosocial implications. An interdisciplinary teaching approach is utilized. Methodologies include lectures, seminars, audiovisuals, and selected clinical experiences.

## Perinatal Nursing Major

**Nursing M6150x. Maternal-fetal-newborn physiology. 3 pts**

**Professor Stanek.**

The physiology of pregnancy; physiologic development of the fetus; fetal and maternal adaptations during labor, delivery, and immediate postnatal period. Lecture.

**Nursing M6651x. Perinatal family assessment, I. 3 or 5 pts**

**Ms. Warrick.**

To be taken currently with or following *Nursing M6150*.

Focuses on the nursing assessment and management of the childbearing family during the process of normal pregnancy. The biophysical parameters of maternal-fetal-placental assessment are studied as well as the cultural and developmental assessment of parental roles and attachment. Lectures, seminars, written reports.

Clinical portion of 2 points, open only to students in the perinatal nursing major. Includes performing assessments on women and newborns, and providing continuity of care for selected families and patients.

**Nursing M6652y. Perinatal family assessment, II. 3 or 4 pts**

**Ms. Warrick and staff.**

Prerequisite: *Nursing M6651*.

Complications in pregnancy and the birth process with emphasis on the high-risk pregnancy as it relates to the childbearing family. The student is expected to apply concepts of psychosocial adaptation and biophysical assessment to the management of care of the high-risk pregnant woman and her family. Lectures, seminars, written reports.

Clinical for additional point open only to students in the perinatal nursing major. Includes implementing role of clinical specialist in clinic and hospital settings.

**Nursing M6653x. Perinatal family assessment, III. 3 or 4 pts**

**The staff.**

Prerequisite: *Nursing M6652* or its equivalent.

The nursing assessment and management of the high-risk infant and needs of the family. Includes pathophysiological and psychosocial concepts involved in caring for high-risk infants. Lectures, seminars, conferences.

Clinical for additional point, open to students in the perinatal nursing major. Includes implementing role of specialist in neonatal area as well as providing care to sick neonate.

**Nursing M6660x. Perinatal nutrition, I. 2 pts**

**Professor Winick.**

Metabolic changes during pregnancy, maternal nutrient requirements, maternal-fetal exchange, fetal nutrient requirements, specific deficiencies, and outcome of pregnancy. Assessment of nutritional status in a pregnant woman.

**Nursing M6661y. Perinatal nutrition, II. 2 pts**

**Ms. Muttart.**

Newborn-infant nutrition: emphasis on the nutritional requirements and gastrointestinal functions of the normal neonate and guidelines to the therapeutic needs of the abnormal. Historical and cultural aspects included.

**Nursing M8640x and y. Advanced practice in perinatal nursing. 4 pts**

**Professor Messler and staff.**

Prerequisite: the instructor's permission.

Field placement in a regional perinatal setting, participation as an active member of a multidisciplinary team. Observation of administrative process in delivery of services.

**Nursing M8650x and y. Individualized study in perinatal nursing. 2 to 8 pts**  
**Professor Messler and staff.**

Selection of a special area of interest within perinatal nursing. Clinical practice and intensive study under the guidance of a preceptor. Outline of proposed work and final written report required. Opportunity to develop skills in expanded role.

## Psychiatric-Community Mental Health Nursing Major

### Common Courses

**Nursing M8588x. Theory of group development. 2 pts**  
**Professor Lennon.**

Weekly seminar discussion of assigned readings and classroom learning. Emphasis on concepts of group formation, problem resolution, and termination, and exploration in depth of concepts of leadership, membership, and responsibility.

**Nursing M8592x-M8593y. Clinical practice and supervision with groups, I and II. 2 pts**  
**Professor Lennon and staff.**

Prerequisite: the instructor's permission.

The student participates as a leader or co-leader in a goal-oriented group. Clinical supervision focuses on the dynamic nature of group development. Reading and written assignments and group discussion.

**Nursing M6585x and y. Theory of community mental health nursing. 2 pts**  
**Professor Lennon.**

Prerequisite: *Nursing M6582—Evaluation and intervention in psychiatric illness*, and the instructor's permission.

Basic concepts and development of community mental health. The functional roles of the clinical specialist in community mental health. Seminar discussion, reading, and written assignments.

**Nursing M8560x and y. Introduction to family theory and therapy. 3 pts**  
**Ms. Feldstein.**

Prerequisite: the instructor's permission.

An introductory course in family theory and therapy designed for graduate students whose work can be enriched by an understanding of family systems. The concept of the family as a system, theoretical models upon which to base clinical practice, and seminal ideas in family therapy presented. The course consists of seminars of videotapes, simulations, and a small group experience.

**Nursing M8562x and y. Clinical practice and supervision with families. 2 pts**  
**Ms. Feldstein.**

Prerequisite or Concurrent: *Nursing M8560* and the instructor's permission.

A clinical practice course designed for graduate students who wish to develop their clinical skills in working with families. The course consists of clinical practice with families and clinical supervision by a faculty member.

**Nursing M6530x. Developmental basis of therapeutic processes. 3 pts**  
**The staff.**

Limited to 20 students.

Concepts of ego psychology and maturational sequence from infancy through adolescence. Special emphasis on concepts of attachment behavior, trauma, anxiety, and identity formation in normal development. Seminar discussion.

### Adult

**Nursing M6594y. Concepts of psychiatric nursing. 2 pts**  
**The staff.**

Prerequisite: *Nursing M6530* and the instructor's permission.

Through weekly reading assignments and discussion, the student is introduced to expectable and extreme manifestations of psychological stress reactions, with focus on sensory deprivation, grief, loneliness, panic, delusions, hallucinations, and suicidal behaviors.



**Nursing M6562y. Psychological assessment of adults.****2 pts**

Interviewing and psychological assessment of adults to ascertain the level of psychological functioning. Techniques and methodology presented. Seminar includes demonstrations and clinical assignment to insure student participation.

**Nursing M6582y. Evaluation and intervention in psychiatric illness.****2 pts****Professor Earle, Dr. Goldberg and staff.**

Prerequisite: the instructor's permission.

Seminar focusing on understanding anxiety, depression, mania, schizophrenia, and other psychiatric disorders. Psychiatric assessment and psychotherapeutic interventions taught through readings, discussion, and tapes.

**Nursing M6584x. Psychobiology of behavior.****2 pts****Dr. Goldberg and staff.**

Prerequisite: *Nursing M6582—Evaluation and intervention in psychiatric illness.*

Neurochemical, genetic, and psychodynamic bases of psychopathology. Psychopharmacological and psychotherapeutic treatment of mental illness. Readings, seminars, discussion.

**Nursing M8590x-M8591y. Clinical practice and supervision with individuals, I and II.****2 pts****The staff.**

Prerequisite: the instructor's permission.

Each student is given an opportunity to work with one or more individuals or families, and is responsible for assessing and working with the physical, psychological, and social aspects of the clinical case under nursing supervision. Readings, clinical practice, and supervision.

**Nursing M8594x-M8595y. Clinical practice in institutions, I and II.****4 pts****The staff.**

Prerequisite: the instructor's permission.

Students participate as active members of multidisciplinary teams in psychiatric or other health oriented organizations, focusing on further development of clinical skills with individuals and groups, demonstrating consultation, teaching, and management skills within the organization. Required readings, written assignments, and specific projects designed to help the student practice and appreciate the clinical specialist role within an institution.

**Child (Liaison)****Nursing M6570x. Introduction to clinical specialization in child psychiatric nursing.****3 pts****Ms. Feldstein.**

Weekly seminars to discuss and demonstrate clinical skills basic to the practice of the clinical specialist. Weekly practicum to further develop skills and to develop clinical applications of concepts.

**Nursing M6572x. Psychological assessment of children.****2 pts****Dr. Dunton and staff.**

Seminar discussion, lectures by instructor and guests, observations of interviews with children, and student presentation of clinical data. Health assessment interviews required.

**Nursing M8620y. Clinical practice with children and families under stress.****2 pts****Ms. Buschman and staff.**

A practicum designed to provide students with exposure to children and adolescents stressed by acute, chronic, or life-threatening disease and by congenital deformities. The experience gives students opportunity to work with these young patients and their families and to appreciate the effects of such stress upon growth, development, family and social functioning. Collaboration with professionals within the context of the pediatric out-patient department and community agencies is encouraged. Home visiting to be arranged where appropriate.

**Nursing M8350y. Clinical seminar: children and families under stress.****2 pts****The staff.**

Discussion of the applicability of consultation and liaison skills. Weekly presentation of theories of stress, child and family adaptations to stress, and nursing interventions. Assigned readings and audiovisual materials.

**Nursing M6575y. Evaluation and intervention in child psychopathology.** 2 pts  
**Dr. Dunton and staff.**  
 Seminar focusing on understanding autism, schizophrenia, neurosis, and organic mental syndrome. Psychotherapeutic intervention taught through readings, discussion, and interviewing.

**Nursing M6578x-M6579y. Treatment modalities for disturbed and distressed children, I and II.** 2 pts  
**The staff.**

Eclectic study of modalities currently useful in treatment of children. Includes psychotherapies, creative arts, mutual story telling techniques, psychopharmacology, behavior modifications, milieu children's groups. Readings, lectures, audiovisual presentations.

**Nursing M8340x. Advanced practice with children and families, I.** 4 pts  
**The staff.**

Practicum with distressed/disturbed children and families in hospital liaison and community mental health. Liaison skills developed within the institutional setting. Treatment with selected children and families, interdisciplinary collaboration, observation of administrative process in delivery of services in both practice areas. Weekly clinical supervision and selected readings.

**Nursing M8341y. Advanced practice with children and families, II.** 4 pts  
**The staff.**

Continuation of field placement with the development of a special treatment focus by the student, e.g., a children's activity group, parent group, advocacy for a client or group of clients, etc. Weekly clinical supervision and selected readings.

## Suggested Courses

### Education

**Teachers College TY4002. Basic course in theory of curriculum design.** 3 pts  
**Professor Huebner.**

The nature and design of educational activities.

**Teachers College TD4011x and y. Curriculum and instruction in higher education.** 3 pts

Trends and issues pertaining to liberal, general, specialized, and professional education. Internal and external interests that influence curriculum instruction decisions and their implications for the organization and administration of colleges and universities.

**Teachers College TN4032. Teaching in nursing.** 3 pts  
**Prerequisite: TN4031.**

Development and practice of teaching strategies. Application of teaching models to a variety of educational environments in nursing, including classroom and laboratory.

**Teachers College TN4033x. Staff development in nursing, I.** 3 pts

Presentation of constructs and techniques used in the process of staff development in nursing. Experience in diagnosing learning needs, developing objectives, selecting curriculum designs, and implementing evaluation procedures.

**Teachers College TN4031. Curriculum and teaching in nursing education.** 3 pts  
**Prerequisite: TD4011.**

Fundamental principles of curriculum development as they apply to nursing education. Development of instructional plans and materials, teaching methodology, and evaluation of student progress. Two lecture hours and one additional hour of ground work.

**Teachers College TN4034y. Staff development in nursing, II.** 3 pts

Study of the organization and administration of staff development programs. Focus on change theory as a tool to facilitate staff development goals.

**Teachers College TN5530. Seminar in staff development.** 3 pts

Experience in organizing a theoretical in-service or continuing education department. Opportunity to practice designated staff development roles in fictitious settings.



## Research

### **Public Health P6120. Computer fundamentals and programming. 4 pts** **3 lecture and 2 laboratory hours a week.**

Prerequisite: the instructor's permission.

Computer organization, available hardware, telecommunications; introduction to Job Control Language, tape and disc management; basic programming, flow charting, PL-I; interactive languages, heuristic algorithms, with computer exercises drawn from statistics and applied mathematical problems in health.

### **Public Health P6100. Introduction to vital statistics. 1½ pts** **2 lecture and 2 laboratory hours a week.**

Mass data of the health fields: the content of vital statistics; methods of collecting, tabulating, and graphing data; elementary methods of analyzing some of the simpler types of data in terms of averages, percentages, and rates.

### **Public Health P6101. Introduction to the analysis of experimental data. 1½ pts** **2 lecture and 2 laboratory hours a week.**

Summarization of experimental data by means of percentages, averages, and measures of variation; methods for evaluating chance variation as applied to percentages and averages; introduction to the general concept of correlation.

### **Public Health P6110. Statistical and computer methods in health data. 3 pts** **3 hours a week.**

Uses of the computer in cleaning, summarizing, and cross-classifying data. Expansion of the material covered in *Public Health P6101*—regression, correlation, and contingency table analysis of variance—with data analysis carried out using standard statistical packages.

### **TX4020. Statistical methods. 4 pts**

Prerequisite: passing score on arithmetic and elementary algebra examination and instructor's permission.

Laboratory fee: \$10.

Descriptive statistics and introduction to probability, estimation, and hypothesis testing. Laboratory devoted to applications in substantive areas of research.

### **TX4022. Probability and statistical inference. 4 pts**

Prerequisites: passing score on arithmetic and elementary algebra examination and a recent undergraduate course in statistics (or approved concurrent study); each student must pass an examination in descriptive statistics in the second week of the course. Instructor's permission required.

Laboratory fee: \$10.

Elementary probability theory; confidence intervals; normal, chi-square, t and F tests; one- and two-way analysis of variance. Laboratory devoted to applications in substantive areas of research.

## Administration

### **Public Health P6509. Health management techniques. 3 pts** **2 hours a week.**

Prerequisite: the instructor's permission.

Provision of concepts and techniques of management, organization, planning, and control; problem-solving situations; and fundamental elements of personnel supervision. Key management techniques taught in practical fashion to enhance self-confidence in applications of management knowledge and skills. Class discussion and final examination.

### **Public Health P6513. Hospital organization and management. 3 pts** **3 hours a week.**

An overview of the administrative elements of hospital functions, including background and theoretical concepts, and opportunities for examination and open discussion of the issues and problems of hospital management. The approach is from the general to the particular, to provide students with a workable overall knowledge of hospital organization as well as more particular insight into certain typical and key departments. Field visits.

**Public Health P6516. Long-term care planning and administration. 3 pts**  
**2 hours a week.**

Prerequisite: the instructor's permission.

A framework for discussing and analyzing the administrative, regulatory, planning, and policy implications of the current organization of long-term care. Encompasses those models of care required to maintain the chronically ill in the most appropriate settings. Discussion focuses on the extent to which this is possible in the current system. Class participation, student presentations, brief examination, and a paper.

**Public Health P6517. Legal aspects of health services administration. 2 pts**  
**3 hours a week.**

Prerequisite: the instructor's permission.

Legal responsibilities and liabilities in relation to consumers and providers of health services. Topics include licensure, malpractice, negligence, and death. A paper is required.

**Public Health P6544. Health care financial management, I. 3 pts**  
**3 hours a week.**

How financial data is used in the management of a health care organization. The course is not designed to train accountants, but to help prospective managers become knowledgeable users of accounting information. Focuses on developing the skills required for intelligent reading of accounting and financial communications and explores the basic "accounting model" for describing business activities. Includes financial management topics of particular relevance to the administration of health care institutions. Regular class assignments, oral and written participation. Midterm and final examinations.

**Public Health P8525. Budgeting in health administration. 3 pts**  
**2 hours a week.**

The role of program planning in the budgetary process, the importance of budgeting in allocating financial resources, methods for determining the cost-effectiveness of programs, and political influences in the funding of health programs. Assigned readings, case analyses, and a group budget project consisting of a class presentation and written paper. One written examination.



# Registration, Expenses, and Other Information

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# Registration, Expenses, and Other Information

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## Registration

Before attending University courses, each student must register in person during the registration period (see *Academic Calendar*). The registration procedure is as follows:

1. Students report to the School of Nursing, Maxwell Hall, and fill out various forms giving information required for University records.
2. They have their programs approved by an adviser.
3. They take their completed forms to the Office of the Registrar, sign a Retail Installment Credit Agreement, and pay their fees, if desired, in the Student Accounting Division. (For more detailed information, see *Fees*).

All students will be asked to give Social Security numbers when registering in the University. Those who do not now have a number should obtain one from their local Social Security office well in advance of registration.

Students in the graduate programs are required to have proof of malpractice insurance and current nursing licensure upon entering the program.

## Changes in Programs of Study

Once registered, a student may drop or add courses or change sections by filing a formal change-of-program application with the Registrar during the change-of-program period each term: September 14-18 for the autumn term, and January 28-February 3 for the spring term. All such changes must first be approved by the student's adviser.

Students may drop courses *after* the change-of-program period by following the same procedure; however, for individual courses dropped after the last day for change of program in each term, no adjustment of tuition will be made. Autumn-term courses may be dropped no later than November 19, spring-term courses no later than March 25. *Failure to attend classes or unofficial notification to the instructor does not constitute dropping a course and will result in a failing grade in the course.*

## Auditing Courses

Degree candidates in good standing who are enrolled for a full-time program in the current term may audit one or two courses (except during the summer session) in any division of the University without charge by filing a formal application in the Registrar's Office (Room 1-138, Black Building) during the change-of-program period. Applications require (a) the certification of the Registrar that the student is eligible to audit and (b) the approval of the dean of the school in which the courses are offered.

For obvious reasons, elementary language courses, laboratory courses, studio courses, applied music courses, and seminars are not open to auditors; other courses may be closed because of space limitations. In no case will an audited course appear on a student's record, nor is it possible to turn an audited course into a credit course by paying the fee after the fact. Courses previously taken for credit may not be audited.

## Regulations

According to University regulations, each person whose registration has been completed will be considered a student of the University during the term for which he or she is registered unless the student's connection with the University is officially severed by withdrawal or otherwise. No student registered in any school or college of the University shall at the same time be registered in any other school or college, either of Columbia University or of any other institution, without the specific authorization of the dean or director of the school or college of the University in which he or she is first registered.

The privileges of the University are not available to any student until he or she has completed registration. A student who is not officially registered for a University course may not attend the course unless granted auditing privileges (see above). No student may register after the stated period unless he or she obtains the written consent of the appropriate dean or director.

The University reserves the right to withhold the privilege of registration or any other University privilege from any person with unpaid indebtedness to the University.

## Transfer of Credit

Credit for summer course work taken at another university may be awarded only with prior written approval of the Office of the Assistant Dean. Graduate students seeking transfer of credit for work taken at another university must obtain written permission of the Program Director prior to enrollment in the course.

## Attendance and Length of Residence

Of the 120 points (units of academic credit) required for the baccalaureate degree, 45 must be taken in residence at Columbia, 30 of these at the School of Nursing. (The final 15 points must be taken in residence at Columbia.) The residency requirement for the master's degree is 30 points.

A student in good standing may, for special reasons, be granted a leave of absence by the Associate Dean. The length of the absence depends upon the particular courses the student is taking at the time of the leave and when these courses will be offered again, since all courses are not offered every term.

Regular class attendance is necessary for attainment of satisfactory performance in college work and is the responsibility of each student. Requirements for class attendance within any course are at the discretion of the faculty member responsible for the course. Attendance is always required on the first day of each course. Clinical commitments within courses are also required.

## Religious Holidays

It is the policy of the University to respect its members' observance of their major religious holidays. Officers of administration and of instruction responsible for the scheduling of required academic activities or essential services are expected to avoid conflict with such holidays as much as possible. Such activities include examinations, registration, and various deadlines that are a part of the academic calendar.

Where scheduling conflicts prove unavoidable, no student will be penalized for absence due to religious reasons, and alternative means will be sought for satisfying the academic requirements involved. If a suitable arrangement cannot be worked out between the student and the instructor involved, students and instructors should consult the appropriate dean or director. If an additional appeal is needed, it may be taken to the Provost.

## Grades

The grading system is as follows:

A+ or A, excellent; A- or B+, good; B or B-, average; C+ or C, passing; C-, poor but passing; F, Failure.\*

**Pass-Fail Grades:** undergraduate students may elect the Pass-Fail grading option for up to 8 courses or a total of 28 points. Graduate students may elect the Pass-Fail grading option for elective courses only. All courses in the major must be taken for letter grades. Grades of P are not included in the grade-point average; however, grades of F are included. Students who wish to elect a pass-fail grade must secure written approval from their academic advisers by November 19 in the autumn term and March 25 in the spring term. Students on academic probation may not elect the Pass-Fail grading option.

The grade of D, poor but passing, is used by other divisions of the University. No more than 15 points of D work will be credited toward the bachelor's degree. Credit for D work is accepted only for courses taken at Columbia University.

The mark of F\* (failure due to unofficial withdrawal) is assigned to a student who discontinues attendance in a course without formally notifying the Office of the Registrar.

The mark of ABS (authorized absence from an examination) is given by the instructor with the approval of the Office of the Assistant Dean to those students who for imperative reasons are unable to take the final examination. If a student is unable to attend the final examination because of illness or some other emergency, he or she must, to receive the mark of ABS, communicate with the instructor before the examination. The student must remove the ABS during the term following the one in which it was received, otherwise the ABS will be changed to F.

The mark of INC (incomplete) is granted at the discretion of the instructor under special circumstances. Deadlines for completion of course work should be arranged between instructor and student. If work is completed within a period of four weeks after the end of the term, the grade of INC will be changed to a letter grade; otherwise, it will remain on a student's transcript even after a letter grade also has been recorded. After a period of one year a student loses the privilege of making up work and receiving a letter grade. A student who receives three or more grades of INC in the autumn term will be placed on probation. A student with more than two INC's on his or her record will not be permitted to register for the following term.

In the computation of grade averages, marks for courses are awarded quality points on the following scale: A = 4, B = 3, C = 2, D = 1, F = 0. For each plus or minus unit an adjustment of +0.3 or -0.3 is made.

## Academic Standards

In order to continue in good standing, undergraduate students must maintain a 2.00 (C) average. All course grades in the major must be at the C- level or above. A student who fails to maintain these standards is placed on academic probation for one term. If grades do not improve during that term a student may be asked to withdraw from the program.

Graduate maternity students must master the content and clinical portions of each module in sequence in order to continue in this program. A grade average of B must be maintained in all other courses.

All graduate students must earn a B in each clinical course and a B average in theoretical courses. Registration in an advanced clinical course requires successful completion of the preceding clinical course. Any deviation from this policy requires written approval from the director of the program.

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*\*Failure to obtain a passing grade will be sufficient reason for asking a student to repeat the course or to resign. Students who fail a course but are permitted to remain in the program will be placed on academic probation for the term following the course failure.*

## Dean's List

During each academic term, undergraduate students who have earned an average of 3.3 (B+) or higher in 12 or more points of letter credit for the preceding term are placed on the Dean's List. Students who have received grades of D, F, INC, or ABS during the term are not eligible for consideration. Any student who has earned a B+ average but has failed to receive notification at the appropriate time of having been placed on the Dean's List should notify the Office of the Assistant Dean.

## Academic Discipline

The continuance of each student upon the rolls of the University, the receipt of academic credits, graduation, and the conferring of any degree or the granting of any certificate are strictly subject to the disciplinary powers of the University.

## Conduct

All members of the University community, its visitors and guests, are governed by the Rules of University Conduct, which apply to all demonstrations, including rallies and picketing, that take place on or at a University facility. It is the student's responsibility to be aware of all provisions, regulations, and procedures contained in the Rules. Copies are available in the Office of the University Senate, 406 Low Memorial Library.

## Honor Code

Academic and intellectual integrity are accepted principles in the nursing profession. An honor code, created and administered by the student body, is the formal acknowledgment of this understanding in the School. Each student is expected to abide by it.

## Fees

The following fees, prescribed by statute, are subject to change at the discretion of the Trustees.

Beginning with the academic year 1979-1980, University charges such as tuition and fees, residence halls, and board plans may be paid at the student's convenience during the term. The full amount of any charge may be paid when due without penalty, or payment may be made in installments. If partial payments are made, a finance charge of 1½ percent a month is assessed on amounts not paid by the due date shown on the monthly bill. In either event, however, the student is required to sign a Retail Installment Credit Agreement at the time of registration which sets forth the full terms and conditions of payment. All charges must be paid by the end of the term.

If the student does not complete registration during the scheduled registration dates (see *Academic Calendar*) a prorated late fee will be imposed.

## Tuition

### *Undergraduate students:*

For all courses, per point	\$279.00
With the proviso that the fee for a full-time program in the autumn or spring, per term, is	3,350.00



*Graduate students:*

For all courses, per point	293.00
With the proviso that the fee for a full-time program in the autumn or spring, per term, is	3,515.00

**Health Service Fee and Hospital Insurance Premium****For all full-time students**

Health service fee, per year (September 1–August 31)	
Single	\$255.00
Married	510.00
Family	650.00
Hospital insurance premium, per year (September 1–August 31)	
Single	\$188.00
Family	452.00

The student health service fee contributes to the cost of operating the Student Health Service. Students are also required to be covered by a hospitalization plan. Participation in these programs is compulsory for all full-time students; students who already carry hospital insurance, however, and who show proof of comparable coverage at Registration, will be charged the health service fee only. Dependents of students may acquire hospital insurance coverage and are eligible to receive the benefits of the health service program upon payment of additional fees. Students should consult the Office of the Registrar, Room 1-138, Black Building, for further information on dependent coverage.

**Application Fees and Late Fees**

Application for admission	\$25.00
Late application, or late renewal of application, for a degree	50.00

**Late Registration Fees**

	<i>Full-Time</i>	<i>Part-Time</i>
During late registration	\$50.00	\$50.00
Up to 4 weeks after late registration	100.00	60.00
4 to 8 weeks after late registration	150.00	70.00
8 to 12 weeks after late registration	200.00	80.00
Beyond 12 weeks after late registration	250.00	90.00

**Withdrawal and Adjustment of Fees**

Any student wishing to withdraw from the University, who is in good academic standing and not subject to discipline, will always be given an honorable discharge. For those under twenty-one years of age, the Assistant Dean must first receive the written consent of their parent or guardian.

Any adjustment of the tuition that the student has paid is reckoned from the date on which the Registrar receives the student's written notification. The health service fee, application fees, late fees, and special fees are not subject to rebate. Up to and including the second Saturday after the first day of classes, tuition will be retained in the following amount:



Full-time study	\$75.00
Part-time study	40.00

After the second Saturday after the first day of classes in the term, the above amount is retained, plus an additional percentage of the remaining tuition (as indicated in the adjustment schedule below), for each week, or part of a week, of the term up to the date on which the student's written notice of withdrawal is received by the Registrar.

### Adjustment Schedule

	<i>Minimum Fees Retained</i>	<i>Percentage of Remaining Tuition Retained</i>
Second Saturday after first day of classes	\$40 or \$75	0
Week following second Saturday after first day of classes	40 or 75	10
Second following week	40 or 75	20
Third following week	40 or 75	30
Fourth following week	40 or 75	45
Fifth following week	40 or 75	60
Sixth following week	40 or 75	75
Seventh following week	40 or 75	90
Eighth following week	40 or 75	100 (no adjustment)

### Application or Renewal of Application for a Degree

Degrees are awarded three times a year—in October, January, and May. A candidate for any Columbia degree (except the doctoral degree) or for a certificate must file an application with the Registrar, 630 West 168th Street. In the 1981–1982 academic year, the last day to file for an October degree is August 3; for a January degree, November 6; and for a May degree, February 22. A late fee of \$50 will be charged after these dates and until the expiration of the *late* filing period for each conferral date (September 10 for October degrees, December 11 for January degrees, April 1 for May degrees). Applications received *after* the late filing period will automatically be applied to the next conferral date.

If the student fails to earn the degree by the conferral date for which he or she has made application, the student may renew the application. A \$50 late fee will be charged for late filing of renewals of applications according to the same schedule as for original applications (see above).

### Requests for Transcripts

The Family Educational Rights and Privacy Act of 1974 as amended prohibits the release of educational records by institutions without the specific written consent of the student or alumnus. Students or alumni may request copies of their records by writing to the Office of the Registrar, Room 138, Black Building, 630 West 168th Street, New York, N.Y. 10032. *Official* copies will be sent directly by the University only to an official address such as another university, a business firm, or government agency. However students or alumni may request that unofficial copies of their transcripts (stamped "Student Copy") be sent directly to them.

There is a charge of \$5 for each transcript requested except for intrauniversity copies sent between University offices. Transcript requests are processed in the order received and require five to seven working days for processing. Specific deadlines should be mentioned, and checks accompanying requests should be made payable to Columbia University.

## Estimated Expenses

In addition to the tuition and fees given above the approximate cost for the course is as follows:

Room on Health Sciences campus (two terms)	\$1,500.00
Board plan (two terms)*	870.00
Books, per year	400.00-500.00
Transportation, per term	50.00-100.00
Uniforms	
Men	75.00
Women	85.00
Supplemental uniforms†	30.00
Miscellaneous expenses on entrance	
Orientation	30.00
Student Association dues, year book, etc. (undergraduate students)	20.00
Miscellaneous expenses for returning students (autumn term)	15.00
Approximate graduation expenses	150.00

The charges for room and board are not refundable after the first day of classes in each term.

The transportation expense listed above is an estimate of charges for public transportation between campus locations and to and from clinical practice sites.

Students are responsible for laundry and maintenance of uniforms and costs associated with this.

## Financial Aid

Scholarships, loans, employment opportunities, and other sources of financial aid based on need are available to students while enrolled in the School of Nursing at Columbia University.

Funds are available through a variety of sources including alumni and friends of the School, foundations, government agencies, civic groups, and voluntary organizations. An annual benefit sponsored by a committee of parents, faculty wives, and friends of the School provides aid to several students each year.

The School is particularly concerned that no worthy student who meets its admission requirements should be denied a nursing education because of insufficient funds. However, financial aid depends upon a careful evaluation of all the resources available to the students and to the School.

## Financial Aid Administered by the School of Nursing

Financial aid for students accepted for admission or enrolled in the School is in the form of scholarships, grants, loans, and part-time employment.

\*Fee provides scrip which can be spent as desired in the University dining halls. Meals are available Monday through Friday, excluding holidays and holiday periods. The meal plan is optional.

†Students must also provide a navy-blue or black tailored cloth coat for Community Health clinical experience. The cost of this is not included in this estimate.

Awards are made annually, primarily on the basis of financial need. Students are required to file a renewal application for each year.

Scholarships and grants carry no obligation for repayment.

Income from the following endowments provide for several partial scholarships:

VIVIAN B. ALLEN SCHOLARSHIPS

MARGARET E. CONRAD SCHOLARSHIPS

NELLIE ALDEN FRANZ SCHOLARSHIPS

ELEANOR LEE SCHOLARSHIPS

JANE MC ALLISTER SCHOLARSHIPS

BARRET MONTFORT SCHOLARSHIPS

SAMUEL J. MORITZ SCHOLARSHIPS

PRUDENTIAL INSURANCE COMPANY OF AMERICA SCHOLARSHIPS

DEAN SAGE SCHOLARSHIPS

MARY SENCINDIVER SPECHT SCHOLARSHIPS

FREDERICK STURGES JR., SCHOLARSHIPS

THE TEAGLE FOUNDATION SCHOLARSHIPS

M. LYNN WILLIAMS SCHOLARSHIPS

In addition the School receives annually several gifts from its alumni and organizations expressing an interest in preparation for health care careers. These include:

AETNA LIFE AND CASUALTY COMPANY SCHOLARSHIPS

THE ALUMNAE ASSOCIATION OF COLUMBIA UNIVERSITY—PRESBYTERIAN HOSPITAL SCHOOL OF NURSING, INC.

ANNUAL BENEFIT SCHOLARSHIP FUND

RUDIN FOUNDATION

SWITZER FOUNDATION

WOMAN'S FLORIST ASSOCIATION, INC.

METROPOLITAN LIFE SCHOLARSHIP

The Metropolitan Life Foundation has established a grant which provides several large tuition scholarships to be awarded annually. The recipients will be determined on the basis of academic achievement, promise of success in the nursing program, and financial need.

## Application Procedures

An applicant for financial aid must apply on the forms supplied by the School of Nursing. An application must be accompanied by the supporting data requested through the College Scholarship Service, a unit of the College Board. Both forms may be obtained from the School of Nursing, Office of Financial Aid. *Incomplete applications will not be processed.* Applicants should file at the time the admissions application is submitted. Late applications will only be considered for exceptional circumstances and if funds are still available.

## Alumnae Association Awards

The Columbia University-Presbyterian Hospital School of Nursing Alumnae Association has two endowment funds for scholarships for advanced study in nursing. All School of Nursing alumni/alumnae are eligible to apply for this assistance. Application should be made to the Alumnae Association.

## Department of Health and Human Services

DIVISION OF NURSING, PUBLIC HEALTH SERVICE  
MATERNAL AND CHILD HEALTH SERVICE  
NATIONAL INSTITUTES OF MENTAL HEALTH

These agencies provide training grants for graduate study in nursing. The stipends provide for full cost of tuition and fees. Applicants must be recommended by the faculty of the School of Nursing. Additional funds for living expenses will be awarded, if available, on the basis of need. Eligibility for federal scholarships requires that the student carry a full academic program, i.e., 12 points.

## New York State Regents Scholarships and Grants

The following are available for any student who has been a legal resident of New York State for the preceding year:

### REGENTS COLLEGE SCHOLARSHIPS

Available yearly for a maximum of four years; may be applied both to college and to the junior and senior years in the School of Nursing.

### REGENTS SCHOLARSHIP FOR BASIC PROFESSIONAL EDUCATION IN NURSING

Available yearly for a maximum of four years; may be applied only to time spent in the School of Nursing.

### REGENTS SCHOLARSHIPS FOR CHILDREN OF DECEASED OR DISABLED VETERANS

Available yearly for a maximum of four years; may be applied both to college and to the junior and senior years in the School of Nursing.

### SCHOLAR INCENTIVE PROGRAM

Awarded to graduate students. Grants depend on need. Eligible students must demonstrate a capacity to pursue a degree or be presently enrolled in college, and must maintain a satisfactory academic record.

### TUITION ASSISTANCE PLAN (TAP)

Grants awarded to undergraduate students. Assistance is based on income, with awards ranging from \$200 to \$1,800 annually.

Further information and application forms may be obtained from the New York State Higher Education Services Corporation, Empire State Plaza, Tower Building, Albany, N.Y. 12255.

## Department of Education

### Pell Grants (formerly BEOG)

This federal program provides grants to eligible first bachelor's degree students. Awards range in value from \$100 to \$1,800. Applications may be obtained locally or by writing to P.O. Box 84, Washington, D.C. 20044.



The name of the Basic Educational Opportunity Grants has been changed to Pell Grants in honor of Senator Claiborne Pell, Democrat of Rhode Island, architect of the program.

## Loans

### State Loans (Federally Guaranteed Loan Program)

Legal residents of the State of New York who are degree candidates are eligible to apply for loans guaranteed by the New York Higher Education Services Corporation. Interest on these loans is not charged while students are enrolled. Interest, charged at the rate of 7 percent for previous borrowers and at 9 percent for first-time borrowers under the program, and repayment of principal begin six months after a student ceases to be registered at least half-time.

Eligible students pursuing a B.S. degree may borrow between \$2,500 and \$3,000 annually, with a maximum cumulative limit of \$12,500. Eligible students pursuing a M.S. degree may borrow up to \$5,000 annually with a maximum cumulative limit of \$25,000 for graduate education.

Residents of other states may participate in similar loan plans administered through their state's higher education assistance agency.

Applications and further information may be obtained through local banks.

### Nursing Loans

Under the Nurse Training Act of 1971, eligible undergraduate and graduate students may borrow up to \$2,500 each calendar year, depending on the availability of funds. Interest and repayment begin nine months after the student has completed the program of study.

Loans are administered through Columbia University. They are usually awarded on November 15 to help meet spring-term costs. Forms may be obtained from the School of Nursing, Office of Financial Aid, in early September.

## Student Employment

### College Work Study

The Work-Study Program, authorized by the Higher Education Act of 1965, is administered by the United States Office of Education. The work may be within a college or university or for a public or private nonprofit organization. Students may work a maximum of twenty hours per week during the academic year and up to forty hours per week during vacation periods under this program.

On-campus employment includes almost any kind of work that is useful to the university. Some students may work on the campus grounds; others may serve as faculty aides or as laboratory or library assistants. Off-campus employment includes jobs in health, welfare, recreation, and other nonprofit, public-interest community projects. For example, students may be employed as aides to teachers, as tutors, or as aides in youth activity centers, daycare centers, or neighborhood service centers.

Students may apply in August, or anytime thereafter. Eligibility forms may be obtained from the Financial Aid Office. All jobs are posted at the Student Employment Office in Lewisohn Hall on the Morningside campus.

### Clinical Workshops

Students who have completed their junior year are eligible to participate in this program. Subject to availability, Presbyterian Hospital will hire these students as nursing assistants in certain of its clinical patient settings. Hours are generally limited to ten each week during the academic year and twenty to thirty-five hours during the summer. Students may also be



employed as practical nurses upon completion of prerequisite courses and the passing of the Practical Nurse Licensure Examination.

Licensed professional nurses enrolled in the program may secure employment at the Columbia-Presbyterian Medical Center, or in neighboring hospitals on a part-time or per diem basis.

## **Living Arrangements**

Anna C. Maxwell Hall is located at 179 Fort Washington Avenue, overlooking the Hudson River. It is a coeducational residence hall for upperclassmen and graduate students. Maxwell Hall connects by underground passage with most of the other buildings on the Health Sciences campus. Reception rooms and recreational facilities, including a swimming pool, are located in the building. Each student occupies a single room.

## **Dining Services**

### **Health Sciences Campus**

Columbia University maintains dining services in Bard Hall on the Health Sciences campus. The facility is open to all students on a cash basis, and also offers a prepaid voluntary board plan. Bard Hall also is available for catered meal service.

Board plan information may be obtained after July 1 from Dining Services, 103 Johnson Hall, Columbia University, New York, New York 10027.

### **Morningside Campus**

Dining services are available at two principal locations, John Jay and Johnson Halls, in addition to several auxiliary operations on the Morningside campus, and are open on a cash or prepaid board plan basis.

Board plan information may be obtained after July 1 from Dining Services, 103 Johnson Hall, Columbia University, New York, New York 10027.

## **Student Health Service**

Emphasis is placed on the importance of healthful living and the particular significance of this to the nurse as a person and as a health teacher. Through individual and group conferences, as well as student committees of the Student Association, health practices and student activities are carefully considered. Every effort is made to maintain a positive approach to the individual's responsibility for his or her own well-being, both emotional and physical.

The Student Health Service Program is a primary care facility that offers students and their families comprehensive medical care directed toward prevention, as well as treatment of health problems. The Student Health Service facility is located on the street level of Bard Haven Tower 1 (60 Haven Avenue).

All students must carry hospitalization insurance; evidence of such insurance must be presented at registration. Associated Hospital Service of New York insurance (Blue Cross) may be purchased through the School (See *Fees*.) Cost of illness, beyond reasonable limits of outpatient care, and beyond the student's insurance coverage, must be met by the student. The expenses of dental care, eye refraction, continuing psychiatric care, and care of pre-existing conditions must be borne by the student.

## Student Activities

All undergraduate students belong to the Student Association which is governed by an Executive Board. Students also have representation on the University Senate.

The Honor System, which pertains to academic and other aspects of student life, is one of the major responsibilities of the Student Association. All students accept responsibility for maintaining a strong sense of individual and group honor.

A variety of social and cultural activities are organized under the auspices of the Executive Board, including lectures, workshops, and parties.

Students are encouraged to participate in the activities held on the Morningside campus at McIntosh Center (Barnard) and Ferris Booth Hall (Columbia College). These student centers contain bowling alleys, Ping-Pong facilities, and snack bars. There are, as well, tennis courts and a pool on the Health Sciences campus.

On both the Morningside and the Health Sciences campuses there are opportunities for students who wish to become involved in community affairs.

## Foreign Students

The staff of the Office of the Foreign Student Adviser, 208 Lewisohn Hall, provides advice and counseling to foreign students on such matters as housing, personal and financial problems, and regulations of the United States Immigration and Naturalization Service (visas, extensions of stay, work permission, temporary departure from the United States, transfer from Columbia to another school, termination of study). Information about the various foreign student clubs at Columbia and about opportunities to attend conferences, travel in the United States, and participate in community and cultural activities may be obtained from this Office. Maps of New York City and discount tickets to plays are available.

The staff of the Office of Foreign Student Admissions, 208 Lewisohn Hall, provides information and counseling on University admission, advanced standing, English proficiency examinations, and academic placement.

## National Honor Society of Nursing

In 1964 the Alpha Zeta Chapter of Sigma Theta Tau, the National Nursing Honor Society, was established in the School of Nursing. Membership is by invitation and the selection of graduate and undergraduate students is based on a high standard of performance in the program and on evidence of leadership potential.

## Awards and Prizes

### THE ALPHA ZETA CHAPTER OF SIGMA THETA TAU AWARD

An award for excellence presented to a member of the graduating class who best exemplifies the principles of Sigma Theta Tau and the high ideals of the nursing profession.

### THE MARGARET ELIOT PRIZE

Given in honor of a former Director of Nursing by her sister, Mrs. William A. Forbes, and awarded to the senior nursing student who most nearly combines professional competence, capacity for leadership, and wholehearted compassion for patients.

### THE JACKSON PRIZE FOR EXCELLENCE IN NURSING CARE OF THE ACUTELY ILL SURGICAL PATIENT

Awarded to a member of the graduating class who has demonstrated interest, achievement, and professional competence in the care of acutely ill surgical patients. The award is given by an alumna and former faculty member of the School of Nursing, and her husband.

### THE SISTER JOSEPH IGNATIUS PRIZE

Named for a nurse who is making a major contribution to the care of people. It is awarded to the senior nursing student who best combines a sound knowledge-base with compassion and

technical competence in the care of the orthopedic patient. The award is given by an alumna of the School of Nursing.

#### **THE ROSE DRISCOLL AWARD**

Given annually as an incentive to a student beginning his/her senior year in the baccalaureate program in nursing, who has demonstrated pride in becoming part of the nursing profession and is striving toward high ideals in his/her own practice and behavior.

#### **THE CATHERINE C. CHESNEY AWARD**

Given annually to a student concluding his/her junior year who has demonstrated, in addition to proficiency in the technical skills of nursing, those distinctive humane qualities which are essential dimensions of patient care. This award is given by the family of the late Ezra M. Stiles in honor of Miss Catherine C. Chesney who, during her sickroom care for Mr. Stiles, exemplified the sensitivity and compassion so vital to the healing process, which this award recognizes.

#### **THE SHAFER PRIZE IN NURSE-MIDWIFERY**

Awarded to a member of the graduating class who best exemplifies willingness to consider alternative approaches to providing care for child-bearing families, sensitivity to the special needs of child-bearing women, and provision of family-centered care for all people.

#### **THE FACULTY PRIZE FOR NURSING RESEARCH**

Awarded to a master's degree candidate for excellence in research in clinical nursing and enthusiasm, zeal, and promise for further contribution to nursing research. The award is given in honor of Mary I. Crawford, former Associate Dean, Director of Nursing Service, and facilitator of nursing research.

#### **THE ELSIE McLEAN FUREY AWARD FOR EXCELLENCE IN PEDIATRIC NURSING**

Awarded to the baccalaureate graduate who exemplifies the highest standards of nursing care of children and their families. These standards are upheld through a keen sense of responsibility and maturity in providing comprehensive care for children and their families and with an understanding for their special needs during illness.

## **Graduation**

At the Commencement exercises of the University the degree of Bachelor of Science or Master of Science is conferred upon students who have fulfilled the respective requirements of the School of Nursing. Degrees are awarded in October, January, and May (see under *Fees*—Application or Renewal of Application for a Degree).

The state license to practice nursing (R.N.) entitles the graduate to membership in the American Nurses Association, the National League for Nursing, and other professional organizations.

## **Qualifications for Practice**

In most states it is necessary for a nurse to be licensed in order to practice nursing. Graduates of the School of Nursing are eligible for licensure in all states. Licensure is obtained through satisfactory performance on the licensing examination prescribed by the state. The nurse then registers the license and is known as a Registered Nurse (R.N.). Licensure in one state entitles a qualified holder to licensure by endorsement in other states.

Graduates of the master's degree program are eligible to take the National Certification examination in the area of their clinical major.

Most states require certification for practice as a nurse anesthetist or nurse-midwife. Graduates in these areas are eligible to take the National Certification examinations offered for nurse anesthesia by the Council on Certification of Nurse Anesthetists and for nurse-midwifery by the American College of Nurse-Midwifery.

## The Morningside Campus & Environs





with application fee of \$25 made payable to COLUMBIA UNIVERSITY to: Office of Admissions, School of Nursing, 179 Fort Washington Avenue, New York, New York 10032. PLEASE PRINT OR TYPE:

(DETACH HERE)

**SCHOOL OF NURSING      COLUMBIA UNIVERSITY      OFFICE OF ADMISSIONS**

Complete and return with check or money order for \$25 made payable to COLUMBIA UNIVERSITY to: Office of Admissions, Columbia University, School of Nursing, 179 Ft. Washington Ave., New York, New York 10032. The application fee is not refundable.

Application for Admission for September 19\_\_\_\_, Part I

(Check one)

**BACCALAUREATE DEGREE**

**MASTER'S DEGREE**

☐ Jr. Trans.      ☐ Grad. Nurse  
☐ Col. Grad.

Please specify below the program to which you are applying:

Full Time \_\_\_\_  
Part Time \_\_\_\_

Name \_\_\_\_\_ Last \_\_\_\_\_ First \_\_\_\_\_ Middle \_\_\_\_\_ Soc. Sec. No. \_\_\_\_\_

Present Address \_\_\_\_\_ Street \_\_\_\_\_ Telephone (\_\_\_\_) \_\_\_\_\_

City \_\_\_\_\_ State \_\_\_\_\_ Zip \_\_\_\_\_ Telephone—work (\_\_\_\_) \_\_\_\_\_

Permanent Address \_\_\_\_\_ Telephone (\_\_\_\_) \_\_\_\_\_

City \_\_\_\_\_ State \_\_\_\_\_ Zip \_\_\_\_\_

Date of Birth \_\_\_\_/\_\_\_\_/\_\_\_\_ U.S. Citizen? \_\_\_\_\_ Other \_\_\_\_\_

Colleges Attended \_\_\_\_\_ Degree \_\_\_\_\_ Year \_\_\_\_\_

**PLEASE  
PRINT OR  
TYPE**



Applicant Name \_\_\_\_\_ Last \_\_\_\_\_ First \_\_\_\_\_ Middle \_\_\_\_\_  
For Graduate Nurses only: License No. \_\_\_\_\_ State \_\_\_\_\_ Date Rec \_\_\_\_\_ / \_\_\_\_\_ / \_\_\_\_\_

Name of parent, guardian, or spouse \_\_\_\_\_ Last \_\_\_\_\_ First \_\_\_\_\_ Middle \_\_\_\_\_

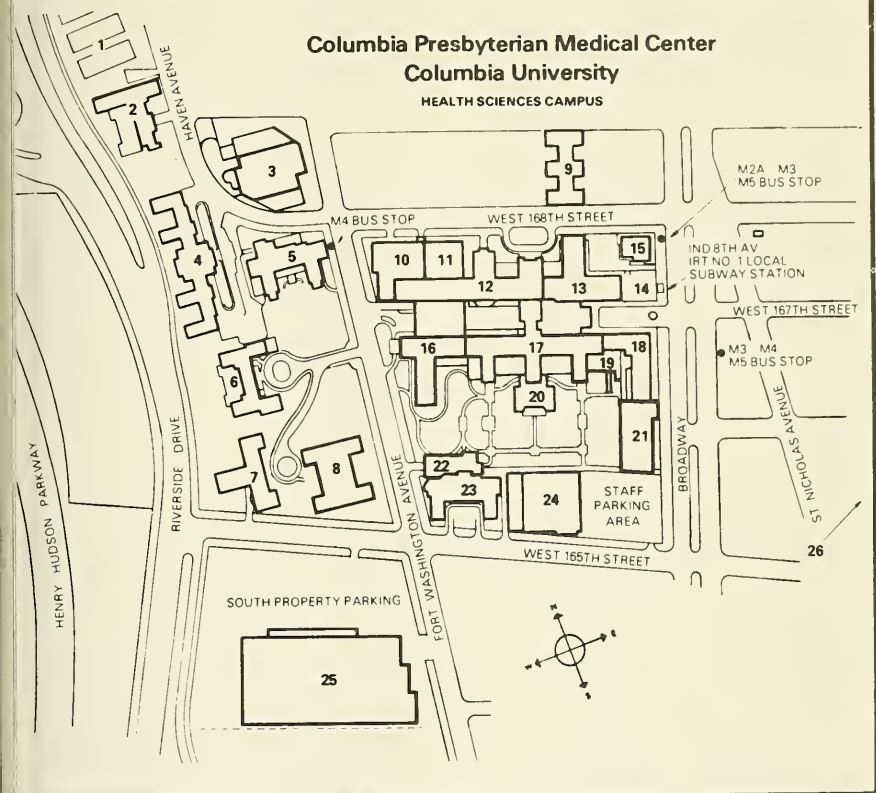
Address \_\_\_\_\_ Street \_\_\_\_\_ City \_\_\_\_\_ Telephone ( \_\_\_\_\_ ) \_\_\_\_\_  
State \_\_\_\_\_ Zip \_\_\_\_\_

Please check any of the factors listed below that influenced your decision to apply to the School of Nursing:

- |   |  |
|---|--|
| <input type="checkbox"/> Alumna                             | <input type="checkbox"/> National League for Nursing |
| <input type="checkbox"/> Bulletin                           | <input type="checkbox"/> Newspaper advertisements    |
| <input type="checkbox"/> Campus visit by SON Representative | <input type="checkbox"/> Parents or Relatives        |
| <input type="checkbox"/> Career Placement Office            | <input type="checkbox"/> Publications                |
| <input type="checkbox"/> Career Workshop                    | <input type="checkbox"/> Reputation                  |
| <input type="checkbox"/> College Adviser                    | <input type="checkbox"/> Students attending SON      |
| <input type="checkbox"/> Location                           | <input type="checkbox"/> Other _____                 |

Name, class, and school of relatives graduated from Columbia University: \_\_\_\_\_

# Columbia Presbyterian Medical Center Columbia University HEALTH SCIENCES CAMPUS



- |   |  |   |
|---|--|---|
| 1 Alumni Auditorium                                       | 13 School of Dental and Oral Surgery                             | 6 Anna C. Maxwell Hall, School of Nursing Residence |
| Augustus Long Library                                     | 9 Georgian Nurses Residence                                      | 5 The Neurological Institute of New York            |
| Dana W. Atchley Pavilion                                  | 22 Edward S. Harkness Eye Institute                              | 6 School of Nursing                                 |
| 1 The Babies Hospital                                     | 23 Eye Institute Research Laboratories                           | 25 Parking facilities                               |
| 2 Babies Hospital Research, Teaching, and Office Addition | 7 Harkness Memorial Hall   | 17 Presbyterian Hospital                            |
| Bard Hall Medical Student Residence                       | 16 Harkness Pavilion   | New York Orthopedic Hospital                        |
| Bard Haven Towers   | 20 Pauline A. Hartford Memorial Chapel                           | Sloane Hospital for Women                           |
| 1 William Black Medical Research Building                 | 3 Julius and Armand Hammer Health Sciences Center                | Squier Urological Clinic                            |
| Cancer Center/Institute of Cancer Research                | 3 Institute of Human Nutrition                                   | 4 New York State Psychiatric Institute              |
| 2 Central Service Building                                | 2/12 International Institute for the Study of Human Reproduction | 4 Psychoanalytic Clinic                             |
| 1 College of Physicians and Surgeons                      |  | 15 School of Public Health                          |
| 2 Center for Community Health Systems                     |  | 19 Radiotherapy Center                              |
|   |  | 13 Vanderbilt Clinic                                |
|   |  | 14 Vanderbilt Clinic Addition                       |













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